

Annual report

Board report and Financial statements

2022

let's change
YOU. US. THE WORLD.

THE HAGUE
UNIVERSITY OF
APPLIED SCIENCES

Annual report 2022

Board Report and Financial Statements

Table of contents

Organisation chart	9
Chapter 1 - Co-creation, impact, student welfare, labour market and focus!	10
Chapter 2 - Education	16
2.1 WIN in education framework	17
2.2 WIN in internationalisation and strategic alliances	18
2.3 WIN and The Lighthouse	19
2.4 Education range	20
2.5 Accreditations and quality assurance	20
2.6 Student satisfaction and study success	21
2.6.1. Students' experience in the first 100 days	21
2.6.2 Student satisfaction	21
2.6.3 Student panel	22
2.6.4 Student success	22
2.7 Student	24
Chapter 3 - Research	32
3.1 Strengthened research	33
3.2 Education and research interaction	33
3.3 Research culture	34
3.4 Universities of Applied Sciences Netherlands	35
3.5 South Holland Impact Alliance	35
3.6 Grants and other external income for research	35
Chapter 4 - National Education Programme (NPO)	36
4.1 Introduction and explanation	37
4.1.1 Compensation for halving statutory tuition fees	37
4.1.2 Extra contribution in lump sum funding: investment in quality and innovation of education	37
4.2 Additional earmarked funds NPO Administrative Agreement: 'COVID envelope'	42
4.2.1. Overview of resource use for the varying themes	42
4.2.2. Overview of activities within the selected themes	43
4.2.3 Monitoring and accounting for earmarked NPO funds 2022	46
4.2.4 Exhaustion and shifting forward of earmarked NPO funds 2022	46
4.2.5 Considerations concerning deployment of earmarked NPO funds	47
Chapter 5 - Staff and organisation	48
5.1 Vision on employership and employeeship	49
5.1.1 Stimulating working environment	49
5.1.2 Own control	51
5.1.3 Skilled and vital	51
5.1.4 Team spirit	55
5.2 Work force development	55
5.3 Employment conditions	56
Chapter 6 - Safety and help and complaints structure	58
6.1. Integral safety	59
6.2. Public safety	59
6.3. Information security, privacy and knowledge security	61
6.4. Physical security	62

Chapter 7 - Participation	64
7.1 Unniversity Council	66
7.2 Advisory committees and degree programme committees	69
7.3 Organised Consultation	71
Chapter 8 - Governance and management	72
8.1 Composition and portfolio distribution Executive Board	73
8.2 Management costs and expenses of the Executive Board (EB)	75
8.3 Going-concern paragraph - Risk management and risk control system	75
8.4 Compliance with laws and regulations	82
Chapter 9 - Quality agreements	84
9.1 De Haagse Kwaliteitsafspraken (THUAS Quality Agreements) plan	85
9.2 Quality agreements in a multi-year perspective	86
9.3 Conclusion process for quality agreements 2022	86
9.4 Accountability quality agreements 2022	86
9.4.1 More intensive and small-scale education (Education, Culture and Science theme 1)	87
9.4.2 More and better guidance for students (Education, Culture and Science theme 2)	89
9.5 Exhaustion and carrying forward of study advance funds in 2022	91
9.6 Considerations on the realisation of objectives under the quality agreements	92
9.7 Considerations on the realisation of quality agreements	93
Chapter 10 - Finances	96
10.1 Financial result and financial position	97
10.2 Financial position and treasury	102
10.3 Investments and operations	104
10.4 Sustainability	106
10.5 Going-concern paragraph - multi-year budget	107
Chapter 11 - Report and compilation Supervisory Board	120
Financial Statements 2022	126
Other details	152
Appendices	158

THUAS in a nutshell

3.361
GRADUATES



SATISFACTION

(NSE):

3.61

(scale 1-5)



4 LOCATIONS

3 CITIES

**DEN HAAG
DELFT
ZOETERMEER**

6 CENTRES OF
EXPERTISE WITH

39 RESEARCH
GROUPS

403

INTERNATIONAL
SCOLARSHIPS
AWARDED



7.495

VISITORS ON

4 (online) OPEN DAYS AND
ONE OPEN EVENING



47

PROGRAMMES

WITHIN

7 FACULTIES



ABSENTEEISM

5%



2.675

EMPLOYEES OF

88

NATIONALITIES

1.843

FTE



25.611

STUDENTS OF

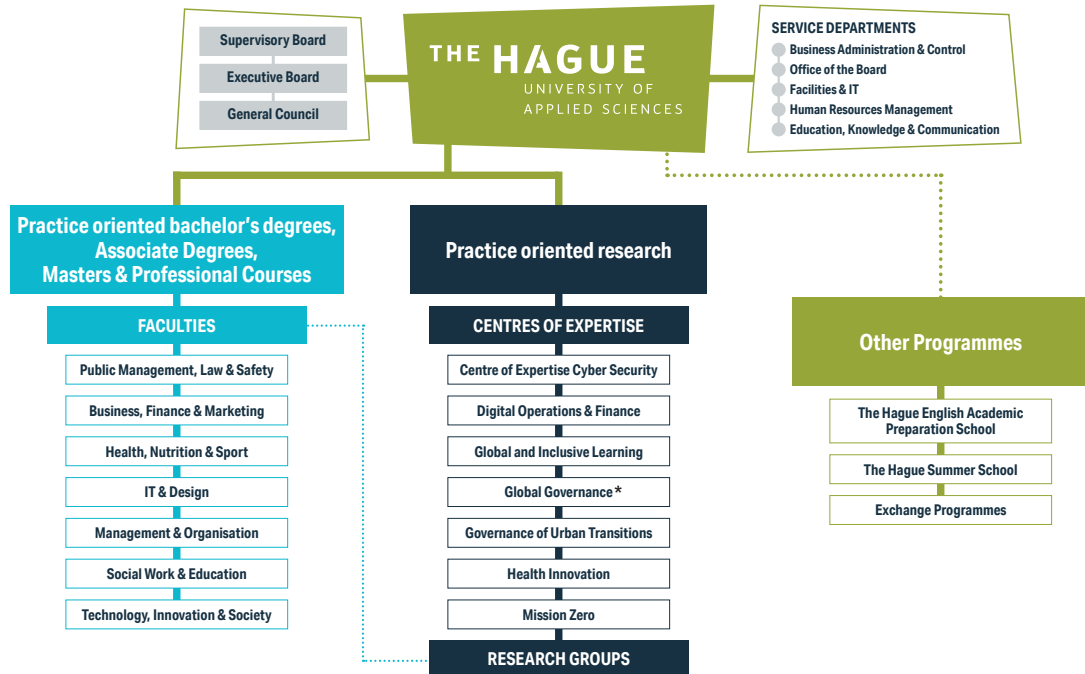
123

NATIONALITIES



Organisation chart

OUR ORGANISATION



*) Global Governance centre of expertise closed in 2022

Chapter 1

Co-creation, impact, student welfare, labour market and focus!

(Board report)



What were the most important developments of 2022 in the eyes of the members of the Executive Board of The Hague University of Applied Sciences? Elisabeth Minnemann, Hans Camps and Arend Hardorff look back, but first summarise the year in a few words: co-creation, impact, student welfare, labour market and focus!

Strategic choices

The governance agenda for 2022 built on the ambitions of previous years and formed a bridge between the current strategic plan (2017-2022) and the new strategic plan adopted in 2022 (2023-2028).

In 2021, with the corona pandemic persisting, the Executive Board created focus in the agenda and objectives. The focal points - quality, innovation, welfare and intake (QIWI) - were a tool to prioritise and focus attention on key themes. For the 2022 agenda, the decision was made to continue down this path.

From discussions held with the University Council, directors and other managers, this appeared to be a widely supported choice. Hans Camps: 'Focus works! It has paid off. This has been evident over the past year through an increase in student satisfaction, higher intake rates and an increase in employee satisfaction.'

Executive power

The tightening labour market in 2022 posed a challenge for us and still is. Indeed, our ambitions and, in particular, working on student welfare and coping with the effects of the pandemic on students' study progress required additional execution power. Hans Camps: 'It was a special year because Covid was still partly involved. At the same time, we were tasked, with funds given to us by the government, to provide additional guidance to students in remedying Covid-related study arrears.' Elisabeth Minnemann: 'The workload was higher than during the beginning of the pandemic. The COVID-19 period put a lot of pressure on THUAS staff. Now, in the aftermath of the pandemic, we notice there is a lot of movement in the labour market and more mobility than before. These movements lead to capacity issues and, as a result, increased workload.' Hans Camps adds: 'Where you used to think: where do we get the resources from, now we think: where can we find the people.' Elisabeth Minnemann continues: 'Having to close the campus was drastic. The welfare of students has come under severe pressure due to the COVID-19 period. All our attention was and still must be focused on remedying this. But the effect of the aftermath of the pandemic on capacity, with an increase in long-term absenteeism and labour market tightness, has also proved quite challenging. All in all, the pandemic is not really a thing of the past just yet.' Arend Hardorff: 'The fallout caused by the pandemic is actually twofold. On the one hand, from a positive point of view, there's the deeply felt importance of being able to meet again physically and connect as a community. On the other hand, our job is to support current and future students in reaching the finish line. COVID has had an impact, you notice that in the classroom.'

Proud

The board is proud of the contents of the new strategic plan (2023 - 2028): 'Onderzoekend leren met impact' ('Impactful Research-based Learning') and the direction the plan gives The Hague University of Applied Sciences for the next six years. That pride also applies to the way in which this strategic plan was created. The choice for an extensive participatory process was made deliberately. The plan was created in co-creation with students, staff, the participation bodies and external partners. Elisabeth Minnemann: 'It's really a plan we all had a say in! There were so-called Deep Dive sessions with staff and students, a THUAS-wide Future Day and stakeholder dinners with our external partners. We reviewed and refined the plan each time during these different participation steps.' The plan describes the future vision of THUAS and the strategic themes and ambitions we will be working on in the coming years to realise this vision: quality of education and research, co-creation with the professional field, contributing to a sustainable and just world and an inclusive community. Inclusive participation is also the starting point in fulfilling our ambitions: an open, collaborative process.

The board is also proud of the solidarity within the organisation. When Russia invaded Ukraine in early 2022, it had a big impact on students and staff, especially for those hailing from the affected areas.

Hans Camps: 'Within a short time, various actions were initiated to support this group of students and staff and show our commitment.' Elisabeth Minnemann adds: 'One of my best experiences during 2022 was during a session with students from both Ukraine and Russia. At first, we were worried how this would go, but they engaged with each other in such a beautiful way; it was very special to witness how THUAS turns out to be a safe place for a free exchange of ideas.'

Quality

Another milestone we achieved in 2022: the Institutional Quality Assurance Test (ITK). On 1 April, our institutional quality assurance was assessed, resulting in a positive opinion from the NVAO. Elisabeth Minnemann: 'A lot of hard work was put into this. We are proud of the IT&Q team and of our university of applied sciences.' All programme accreditations for 2022 have also been achieved.

Elisabeth Minnemann: 'We have made progress with respect to the raising of quality and the effects are noticeable. The results of the National Student Survey (NSS) show that our students' satisfaction is on the rise. Based on those NSS scores, some of our programmes received medals and honourable mentions from the Keuzegids and weekly magazine Elsevier. Quality also translates into the attractiveness of our programmes.' Hans Camps: 'Applications and enrolments are indeed improving, and that says something about the attractiveness of our university of applied sciences. Of course, we also focused on intake, but above all we focused on the quality of our education. That this is being noticed and appreciated through an increase in applications; this confirms that we are well on track.' Arend Hardorff: 'It serves as an indicator: are you conveying the right story and the correct quality perspective?'

Hans Camps: 'In addition, we have increased our external income. That was an important objective: to have more impact with our research. This worked out very well and is a recognition of the quality of our research.' Elisabeth Minnemann: 'THUAS aims to develop further as a knowledge institution. This includes the growth of the scope of our research. In 2022, we made great progress with interesting research projects and a strengthened connection between research and education. Growth takes place in relationship with the outside world, in co-creation. We thus see that research is increasingly embedded in our profile and contributes to our impact in the region. Our research themes distinguish us. An evaluation of the effectiveness, efficiency and future-proofing of the chosen substantive format, structure and governance of the centres of expertise was carried out in spring. The results of this evaluation provide guidance for more effective support and design of our research which is being taken up by a multidisciplinary task force. At the same time, the recommendations feed into the development of our strategic research agenda.

In addition, a study on the future sustainability of the Global Governance centre of expertise was conducted this spring. Following the results of the evaluation, it was decided not to continue this research theme in its own centre of expertise, but as part of the Global and Inclusive Learning centre of expertise.

Elisabeth Minnemann: 'Reflecting in order to do things (even) better forms part of our quality ambition.' Arend Hardorff adds: 'I was pleasantly surprised by the high number of new professors committed to THUAS in 2022, surely this is a signal that we are an attractive base for research groups.' Hans Camps: 'Whereas there were quite a few vacancies in early 2022, our research group portfolio is currently filled.'

Innovation and development

In 2022, THUAS is also fully committed to developing flexible education. It did so by participating in a number of national pilots and projects, including e.g. the Micro-Credentials pilot and the Lifelong Learning programme. Flexibilisation is needed to better respond to labour market demand. The development of new degree programmes and degree programme variants has also been initiated, allowing THUAS's broad target group to be better served. In 2022, for instance, THUAS launched the bachelor's degree programme Applied Data Science & Artificial Intelligence, the first degree programme of its kind in the Netherlands. In addition, the exploration of the work-study PABO/HALO degree was successfully completed and THUAS developed and launched new associate degree and master's degree programmes.

In September, with the start of the new school year, the new learning management system Brightspace also went live. As a result, THUAS is fully prepared for further digital development and innovation in education. Elisabeth Minnemann: 'We want to take further steps in the digitalisation of education, hand in hand with the development of stimulating and appropriate didactics involving innovative forms of education and testing.' Arend Hardorff: 'There has also been a leap in digital testing. All this has also made us reflect on what we are actually testing for. How can we really appropriately test whether students are professionally ready? COVID has accelerated this development.'

Progress on the Future IT (FIT) programme has lagged in the implementation phase. As a result, effective support for education, research and business operations has not yet been sufficiently realised. Hans Camps: 'Last year, the issues

concerning IT turned out to be more complex than thought. We really need to delve deeper to solve this. Something like that doesn't happen overnight.' On behalf of the board, Deloitte conducted a diagnostic of the FIT programme against the background of the new strategic plan. Deloitte came up with several critical findings and recommendations for continuation. Hans Camps: 'The level of ambition remains high. But to be really successful, we need to prioritise.'

The 10-year Housing Master Plan was virtually completed successfully in 2022. The board itself is now also working according to the principle of THUAS Working. Hans Camps: 'Our offices are in the midst of students and staff. That has already immediately resulted in more meetings and more contact.'

Welfare and inclusion

Whereas in early 2022, THUAS was still partially closed due to the pandemic, it eased up as the year progressed. This allowed physical events to take place again in 2022 for the first time in two years. The traditional opening of the academic year, the kick-off with the participation bodies, the Werkgeluk conference and, of course, THiNK FeST were all organised again in physical form. Arend Hardorff: 'I think the THiNK FeST was a celebration of 'being part of THUAS'. There was a lot of interest in what other degree programmes are doing. Everyone could see how much you can learn from your own colleagues. We need celebrations like this to be part of the community. I really liked that.'

An employee welfare survey was conducted in February. Based on the outcomes, the board formulated the following areas of concern: workload, connection with colleagues (with a focus on hybrid working) and renewed and additional focus on social safety. Last October, employees of THUAS were again able to participate in the employee experience survey 'Het Kompas'. This paints a picture of how our employees are doing in terms of well-being, social safety, inclusion and collaboration. Employees are more satisfied than two years ago. The workload has now decreased slightly and the Employee Net Promoter Score has increased. Hans Camps: 'The workload has decreased slightly, but it definitely remains an area of concern.'

Never before has the welfare of our students been under such pressure than as a result of the pandemic. Partly based on the results of surveys of our students, much attention has been paid to this matter. This involved a focus on the 'sense of belonging', help-seeking behaviour and the support chain. Besides more information about existing help structures and about tutors, this has also led to the establishment of the Guidance and Coaching Lab, as an addition to THUAS' existing Teaching & Learning Labs.

THUAS also made good strides in inclusiveness and sustainability last year. Elisabeth Minnemann: 'Those in the organisation tell us that themes such as discrimination and inclusiveness have become more easy to discuss. The establishment of our Inclusion Office, born out of the Diversity & Inclusion Task force, is an important step in this respect. We make every effort to ensure that discrimination does not occur within our organisation and have a zero-tolerance policy in that regard.' Arend Hardorff adds: 'This issue is also included in our education. Our research group on Inclusive Education helps educational teams increase their capacity to act with respect to this issue. Consciously, we decided to establish a research group with a fairly large surrounding knowledge base, working closely together with the Inclusion Office.' The manifesto against work placement discrimination in higher education was signed in early 2022. In September, The Hague University of Applied Sciences opened the Work Placement Point for its students, a pilot project for equal internship opportunities for all.

Intake

To raise brand awareness for our university of applied sciences, a new recruitment campaign was launched at the end of 2021: 'THUAS has got it'. This marketing campaign is targeted at prospective students and, in addition to raising brand awareness, aiming to increase the conversion rate (the percentage of applications that is converted to actual enrolments). This conversion rate rose slightly in 2022. More attention has also been paid to the relationship with prospective students and a more proactive press policy has also been carried out.

In the autumn, the development of a new positioning of THUAS started, which followed from the new strategic plan. A recognisable and distinctive positioning can contribute to the reputation of THUAS as educational and knowledge institution. The fact that the Municipality of The Hague demonstrates its appreciation for THUAS as the leading educational institute in the region is also a contributing factor.

Internationalisation

Internationalisation is a major theme in our former and new strategic plan. It is therefore worrying that some motions have been passed in the Dutch House of Representatives that limit the intake of international students. Together with fellow knowledge institutions and the Vereniging Hogescholen, THUAS is committed to providing a well-balanced picture of the intake of international students and the value of internationalisation for education. 'Having its location in the heart of the international city of peace and justice and within walking distance of the Binnenhof, it is obvious that THUAS *the* place for internationally oriented education,' the board believes.



Another example of THUAS' role on the theme of internationalisation in education is its collaboration with Nuffic during the celebration of its 70th anniversary (Nuffic 70: 'Meet the world, our past and our future') which took place at THUAS with all the stakeholders of Nuffic and Queen Maxima as guest of honour.

Co-creation

Arend Hardorff: 'We are also happy with the continuation of the collaboration in Zoetermeer relating to the IT file 'WE-IT'. WE-IT is a consortium of companies, training programmes and governmental authorities with the joint ambition to train three thousand extra IT-professionals for the province of South Holland. Cross-sectoral programmes and master's degree programmes are also being developed in cooperation with other educational institutions. To achieve more connection, coherence and focus with regard to the strategic themes of The Hague University of Applied Sciences while ensuring a consistent integrated policy approach, the Global Strategy & Community hub was launched as a pilot in the summer of 2022. The interdisciplinary team gathers strategic insights on internationalisation, inclusion, sustainability and external relations, translates them into policy and creates preconditions for implementation.

Re-connect

The THUAS campus has always been a public environment and a place our stakeholders like to visit. COVID put a stop to this for several years. Elisabeth Minnemann: 'I got to know THUAS during the time of the pandemic. It was a whole different picture. What I see now is that, besides our own students and colleagues, the world around us is also eager to visit us again. To brainstorm with us, participate in events or collaborate with us. That also puts us in a position in which we can bring people together. THUAS has several themes, such as discrimination and inclusion, in which we have a kind of 'convening power'. Themes that people come to THUAS especially to talk about.'



Originally signed by E.M. Kraft-Minnemann.

Chapter 2

Education



2.1 WIN in education framework

What distinguishes The Hague University of Applied Sciences in education?

The Hague University of Applied Sciences offers education that is accessible and feasible for anyone with the right basic qualifications, who has the will to succeed and is willing to put in considerable efforts. The degree programmes are set up to get the best out of every student without unnecessary drop-outs and study delays. THUAS does this by growing together with the students, by changing with them, being critical, taking on challenges and continuously learning from each other's insights, skills and techniques. This is how students, teachers and partners become global citizens.

The Hague University of Applied Sciences had over 26,000 students with more than 100 nationalities in the year under review. Students are trained for a specific professional profile and are given tools for their personal and social development. They are prepared for a future in which they acquire and apply new knowledge. In doing so, it is important that students translate and connect their expertise to the needs of society.

Strategic plan and educational vision

The Hague University of Applied Sciences operates on the basis of a strategic plan and an educational vision. The educational vision is a concretisation of the institution's plan to support the degree programmes to fulfil the relating ambitions. In October 2022, the new strategic plan 'Impactful Investigative Learning' was adopted with strong education and research ambitions.

The 2015 strategic plan 'Global Citizens in a Learning Society', extended in 2020 to 2022, guides this annual report. Our educational accountability is based on the 'Educational Vision & Framework for our full-time undergraduate education' from 2017. This outlines three principles for bachelor's-level education, which are in line with the strategic choices in the strategic plan of The Hague University of Applied Sciences:

- Every graduate leaves THUAS as a global citizen.
- Inclusiveness characterises our education.
- Our education is activating, challenging and studyable.

Teaching & Learning Labs

The Teaching & Learning Labs act as question and collaboration partners for all degree programmes involved in educational development. THUAS has the Language Lab, the WINLab, the Testing Lab, the Guidance and Coaching Lab (more on this in section 2.7) and the Blended Learning Lab:

Blended Learning Lab

In 2022, the Blended Learning Lab continued its efforts to innovate degree programmes towards activating blended education. To best meet the varying needs set by education, the Blended Learning Lab focuses on three flows that complement each other and are reinforced with an online range of programmes:

- inspire and develop, pro-actively;
- desk support: findable, practical support, reactive/question-driven;
- innovation and experimentation.

LanguageLab

The LanguageLab supports the development of language-conscious education within THUAS. In 2022, the 'Schrijfcentrum' and its English variant, the Writing Centre, were housed at the 'Taalpunt' (Language Point; part of the LanguageLab): a central facility for students seeking support in developing their Dutch language skills. In addition to a consultation hour and workshops, the 'Taalpunt' offers a website with theory and exercises, language tests and various language tools.

TestLab

In 2022, the 'ToetsLab' (TestLab) contributed to test innovation, test quality and sustainable test competence within THUAS with workshops (including on Brightspace), guides (including for ChatGPT) and tools. In addition, the 'ToetsLab' has been used in accreditation processes to conduct risk analyses.

WINLab

WINLab supports, inspires and creates knowledge and tools for the strategic themes of THUAS: internationalisation, global citizenship, inclusion and the Sustainable Development Goals (SDGs). In doing so, the lab has a partnership with the Global & Inclusive Learning centre of expertise. Several activities were organised in 2022, including webinars on the hidden curriculum, big conversations on multi-perspectivity and the decolonisation of the curriculum.

2.2 WIN in internationalisation and strategic alliances

Inclusion, internationalisation, global citizenship (including sustainability) and external relations are strategic themes for THUAS, both in 2022 and in the new strategic plan for 2023 to 2028. This requires both commitment and organisational strength. To this end, the Global Strategy & Community hub was launched as a pilot in summer 2022. The team brings these strategic themes together to achieve greater connection and focus and to ensure an integrated policy approach.

External Relations

During the year under review, External Relations coordinated strategic relations at a central level and built bridges between the internal and external environments. We intensified our strategic collaboration with the business community (VNO-NCW (Confederation of Netherlands Industry and Employers) and MKB Nederland (the Dutch Federation of Small and Medium-Sized Enterprises)) and social partners (including Coalition Laak). In addition, a substantive contribution was made to the joint agendas of the municipalities of The Hague, Zoetermeer, Delft and Westland, in particular the City Deal 'Kenniss Maken'. In the City Deal 'Kenniss Maken', we collaborated with other knowledge institutions such as InHolland, TU Delft and Leiden University.

The External Relations team made it easier for institutions wishing to work with THUAS to find the right route within the organisation.

Inclusion Office

The Diversity & Inclusion Task Force, launched in 2019, completed its work in July 2022. As of September 2022, the Inclusion Office was launched, which is part of the Global Strategy & Community hub pilot. The Inclusion Office is staffed by employees and students and works closely together with the Inclusive Education research group and various internal stakeholders such as the HRM Service, confidential advisers and external stakeholders.

The Inclusion Office directs the implementation of the ambition to turn THUAS into a place where everyone feels welcome, safe and valued. The three guiding principles are: anti-discrimination, inclusive manners and inclusive governance.

Several school-wide events such as Purple Friday and Diversity Day were organised in 2022. Several learning network meetings were held around the theme of diversity and inclusion. Furthermore, the Inclusion Office structurally organised round-table meetings, the so-called brave conversations, e.g. on inclusive language, and inclusion sessions for teams. Amnesty International's manifesto against sexual violence ('Let's Talk About YES') was also signed by THUAS. With this, THUAS shows that we contribute to a safe environment for all.

A student-led project to promote inclusive language use among teachers and the development of a Hague Didactic Competence for teachers in the context of inclusive education was worked on in collaboration with the Inclusive Education research group. The Inclusion Office also organised several workshops on inclusive education at, for example, the annual conference of the Vereniging Hogescholen and at the conference of the Expertisecentrum Inclusief Onderwijs (ECIO, the Expertise Centre for Inclusive Education), 'The State of Inclusive Education'.

Work Placement Point

For students, work placement is a first step towards a successful career and introduction to the job market. When seeking their work placement as well as during the work placement itself, students may face discrimination or other obstacles. This impacts their self-confidence, well-being and study progress and makes their start in the labour market more difficult. Students at THUAS who could use extra support with respect to their work placement can turn to the Work Placement Point from October 2022: a pilot project for equal work placement opportunities for all. At the Work Placement

Point, students are supported in matters relating to networking, language and applying for jobs. In the first months, the Work Placement Point successfully assisted approximately 25 students. The actual desk is staffed by students from the HRM programme, supervised by a teacher.

Workshops were organised THUAS-wide and for degree programmes. In a regional context, in the framework of 'De Haagse aanpak Gelijke Kansen' (The Hague Approach to Equal Opportunities), we work together with Inholland University of Applied Sciences, the ROC Mondriaan, the Municipality of The Hague and various other organisations. This collaboration is unique and is referred to as a best practice in a national programme on work placement discrimination. THUAS was a co-initiator in the drafting of the national Manifesto Against Internship Discrimination signed by ministries and several other umbrella organisations.

Internationalisation and global citizenship

As a UNESCO university of applied sciences, internationalisation is central to THUAS' profile. The Global Strategy & Community hub team mentioned earlier focuses on creating and maintaining strategic partnerships. It works together with various stakeholders, both internal and external, to promote and facilitate European and international education and research to accelerate knowledge development. In 2022, much of the focus was on Internationalisation@home. For example, THUAS realises Internationalisation@home through collaborative online international learning (COIL) projects, in which groups of THUAS students work together with groups of students from foreign institutions. Currently there are 40 projects, 13 of which have been funded through so-called virtuele internationale samenwerking (VIS; virtual international cooperation) funding.

Externally, THUAS takes a leading role in developments dealing with Internationalisation@home. This is reflected in leadership positions at international bodies such as the European Association for International Education (EAIE), speakers at conferences such as the International Virtual Exchange Conference (IVEC) and participation in various internationally funded projects.

2.3 WIN and The Lighthouse

The Lighthouse is the THUAS centre for debate and culture. The programme seeks to contribute to the personal development of our students towards global citizenship and to increased reflective capacity and critical awareness. In addition, The Lighthouse contributes to increased social cohesion, an inclusive community and co-creation within THUAS and with the outside world.

By 2022, The Lighthouse has increased its focus on activities in which students have an active role and can develop skills required for organising, moderating, interviewing and networking. Some examples from the programmes include:

- the seven-part Liberal Arts lecture series: a weekly lecture for students, teachers and staff on topics such as classical music, art, architecture and philosophy;
- the war in Ukraine;
- sustainability week;
- an (online) talk show about the municipal elections;
- a debate between students on sports and human rights following the World Cup in Qatar;
- interviews with Lisa Weeda, Elfie Tromp and Lale Gül, continuing the 'student-interviews-author' format;
- attention to 'Verzegelde Regen' and 'Mosselwerken' by artist Bram De Jonghe, which were added to the THUAS art collection;
- attention the 'Dialogotekenen' project, in which artist Marcha van den Hurk created a work of art with students in the timespan of one week.

The Lighthouse facilitated the annual THiNK FeST knowledge festival made for and by staff members. This could take place live and unrestricted again in 2022.

With around 100 activities and over 700 participants, many were interested in organising and participating in this event.

2.4 Education range

The ambition of THUAS is to offer high-quality education that matches the demand from the field and set by societal challenges. We do this in cooperation with the professional field, centres of expertise and existing degree programmes for courses and life-long learning programmes. In doing so, we take into account regional, national and international issues of an urgent nature, to ensure that the future professional acquires all the knowledge required for making a difference in the world.

Development of new degree programmes

In 2022, the range was expanded with the launch of three new degree programmes: the Applied Data Science & Artificial Intelligence bachelor's degree programme (full-time), the Entrepreneurship & Retail Management bachelor's degree programme (part-time) and the Integrated Management master's degree programme (full-time). Several other programmes leading to an associate, bachelor's and master's degree are also under development; these are expected to start in academic year 2023-2024. On a national level, THUAS is collaborating in the development of several supra-sectoral master's degree programmes.

Educational experiments and pilots

For the purpose of making our education more flexible and the life-long Learning programme, THUAS has invested in various (national) initiatives, including:

- renewal of the national Register Instellingen en Opleidingen (RIO; Institutions and Programmes Register);
- labour market participation ('STAP projects'; projects serving as stimulus for labour market position)
- Flexstudy experiment (payment per credit);
- The Micro-Credentials pilot;
- Exemptions on enrolment;
- honours education;
- Professional Doctoral Degrees;
- Fast Switch.

2.5 Accreditations and quality assurance

Quality of the degree programmes

To keep track of the development of the educational quality of the programmes of The Hague University of Applied Sciences, the university uses a continuous cycle. Every six years, an independent panel of external experts visits and assesses a degree programme using the NVAO framework. In the interim, THUAS conducts a quick scan and a peer audit, in which the degree programme concerned and critical friends from inside or outside THUAS, consider the development of the programme.

Accreditations

In 2022, The Hague University of Applied Sciences received a number of decisions from the NVAO on the accreditation of degree programmes. Four programmes have been awarded accreditation for an existing programme: the primary education teacher training bachelor's degree programme, the bachelor's degree programme in Applied Mathematics, the master's degree programme in International Communication Management and the Master of Business Administration. The Higher Professional Education law bachelor's programme also received a positive decision after meeting additional conditions. Two new degree programmes also received the accreditation: the Applied Data Science & Artificial Intelligence bachelor's degree programme and the Integrated Management master's degree programme.

Institution Quality Assurance Test (IQAT)

In 2020, The Hague University of Applied Sciences achieved the Institution Quality Assurance Test (IQAT), an independent assessment of the internal quality assurance of THUAS. What does this IQAT say about education provided by THUAS? That our internal quality assurance system together with our culture of quality secures the realisation of our own vision of good education. In 2022, an independent panel confirmed that THUAS met the two conditions set at the time of the positive decision. In doing so, the NVAO has decided to unconditionally award the Institution Quality Assurance Test accreditation to The Hague University of Applied Sciences. The decision is effective until 20 June 2026.

2.6 Student satisfaction and study success

2.6.1. Students' experience in the first 100 days

In the '100 days of THUAS' survey, questions were asked about the concrete experiences students had in the first 100 days after starting a degree programme. International students and part-time students were given group-specific questions.

We present the main results of the survey on the 2022/2023 academic year.

After several years of decline, more students actually attended (online) open days and more students participated in (online) orientation days and programmes in the study choice process. On the other hand, comparison websites and guides and the website of The Hague University of Applied Sciences were consulted less often.

Study behaviour is the most important predictive question for study progress at the end of the year in '100 days of THUAS'. The scores students assign to their own study behaviour have shown a slowly increasing trend since 2019. Another important question concerning study progress is the extent to which students are happy with the study they have chosen. The score on this question increased during the year under review.

Among international students, 9 per cent notably do not (yet) live in the Netherlands, a percentage that is much higher than in the 2021/2022 academic year.

Part-time students experience study performance pressure more often than during the previous academic year. That pressure comes from the student themselves, from the degree programme and from their private setting.

During the pandemic years, physical education was considered much more useful than online education. In the year under review, this difference narrowed. Students are also able to concentrate better in online classes than in 2021. Students indicate for the first time that the balance may shift slightly towards online education.

2.6.2 Student satisfaction

Student satisfaction relating to all academic years

The Nationale Studenten Enquête (NSE; National Student Survey) examines student satisfaction with various aspects of their degree programmes.

After an adjustment to the questionnaire for 2021, due to which a trend could not be discerned, in 2022 we were able to compare the results with those of 2021. The questionnaire was partly completed during a period of online education and testing (17 January - 7 February). This may have affected the results. During the latter part of the completion period (7 February - 13 March), the COVID measures were lifted.

The overall response rate fell from 37.3 to 34.0 per cent compared to 2021. Nationwide, there was a decline from 39.8 to 33.6 per cent. The THUAS response rate is above the national average and has fallen less than nationally. The response rate among first-year students of THUAS has increased from 43.9 per cent in 2021 to 45.9 per cent in 2022. Among senior students, the response rate fell from 34.7 per cent in 2021 to 29.5 per cent in 2022.

Overall satisfaction with the degree programme (3.55 on a five-point scale) and atmosphere at the relevant department (3.90) increased compared to 2021. This increase is higher than at the other institutions in the reference group¹. The score on whether you would choose the degree programme again based on your experience so far (3.59) remained unchanged. With these results, THUAS scores equal to the reference group average.

As in 2021, the national core themes of study support (3.73) and engagement and contact (3.66) receive the highest ratings from students. Testing and assessment (3.47) gets the lowest rating. In all core themes, THUAS stands out positively compared to the other institutions in the reference group, as the biggest riser, only riser or only non-descender. Students remain relatively unsatisfied (3.32) with respect to the choice topic of study load.

¹ Amsterdam University of Applied Sciences, InHolland University of Applied Sciences, Rotterdam University of Applied Sciences, Utrecht University of Applied Sciences

For the first time, THUAS questions for online and physical education were included in 2022. For students, on-site classes have added value compared to the same classes online (3.84). To a lesser extent, the combination of physical and online education makes it easier for students to understand the material (2.99). There were also questions concerning the study schedule of THUAS. Overall satisfaction with the study schedule is 3.53.

In addition, questions related to WIN themes have been included in the questionnaire for several years. Global citizenship scores, although decreasing in 2022, remain the highest scores in the survey. This holds true for the theme score on global citizenship (3.93), for the score on respectful interaction regardless of backgrounds (4.14) and for the score on the question concerning the extent to which their education enables students to see issues from multiple angles (3.90). The theme scores for internationalisation and network university remained the same in 2022.

Alumni

The Hague University of Applied Sciences participates in the Higher Professional Education Monitor twice a year. This will be reported on in the 2023 annual report.

In 2022, steps were taken to further expand on our alumni policy. To this end, we implemented a CRM system for alumni and external relations, we improved our external visibility and strengthened our position in the various networks.

2.6.3 Student panel

In 2022, the NPO Student Research Panel project was launched. This allows for flexible and quality-oriented input on (policy) outcomes among a cross-section of the student population. A (bilingual) student panel has been set up with a reward system, in which students voluntarily participate in online surveys several times a year. Over 550 students were recruited and two panel surveys were conducted (library and student participation). The response rate for each survey ranged from 44 to 50 per cent. Feedback on the results of the surveys was given to students. The student panel is a valuable extension of opportunities to conduct research among students.

2.6.4 Student success

Covid also impacted study success in 2022. Students of cohort 2019, 2020 and 2021 did not receive any negative binding study advice in their first year of study, but a suspended advice (COVID advice) that allowed them to re-enrol in the degree programme even if they had obtained fewer than 50 credits. At the end of their second academic year, they still had to obtain a positive advice. This affects the drop-out rate and BSA yield in the propaedeutic phase, but also the study progress of these cohorts in the main phase.

Previous cohorts have also (been) affected by COVID measures and the effects thereof in the main phase: cohort 2016 in their fourth year of study, cohort 2017 from their third year and cohort 2018 from their second year of study.

Propaedeutic Phase

Drop-out rates after one year of study have risen from 31 per cent in the 2020 cohort to 34.2 per cent in the 2021 cohort. As a result of deferred advice, the drop-out rate remains lower than before the pandemic: the 2018 cohort drop-out rate was 42.6 per cent.

The BSA yield after one year fell from 38.5 to 37.7 per cent, after rising last year. The last pre-pandemic cohort had a BSA rate of 52.2 per cent.

The share of suspended advice is now 46.6 per cent. This marked the second consecutive year of decline.

At 41.4 EC (European Credits), the average number of credits for the entire year is slightly lower than last year's 41.8. In the last pre-pandemic year, this was 45.5 EC.

Deferred advice

The number of students with deferred advice re-enrolling in the degree programme decreased from 72.3 per cent in cohort 2019 to 64.1 per cent in cohort 2021.

These re-enrolling students should still seek to receive a positive advice at the end of their second year of study. The two-year BSA rate of cohort 2020 is almost the same as that of cohort 2019 and that in the pre-pandemic years.



Re-enrolled students who received a positive advice after two years, start the third year of study on average with a study credit deficit compared to students who had already received a positive advice immediately in their first year of enrolment. This year, this study credit deficit is higher than the previous year: for cohort 2019 this was 14 EC, for cohort 2020 this was 19 EC. The study credit deficit reached 30 EC for cohort 2019 at the beginning of the fourth academic year. Re-enrolled students with suspended advice are thus at additional risk of study delays and exceeding the specified course duration. Many degree programmes have put extra support towards students with study delays.

Main phase

The rate of re-enrolling students (in four-year programmes) has decreased compared to last year. It was 58.4 per cent in 2022, 60.2 per cent in 2021 and 58.9 per cent in 2020.

The proportion of students exceeding the term set (students enrolled for two years or more in addition to the nominal study duration) increased from 11.4 to 12 per cent. This brings this share back to the 2020 level. The proportion of students with a delay (students enrolled for exactly one year longer than the nominal duration) further increased from 8.3 to 9.3 per cent.

2.7 Student

Student welfare - policy

Student welfare has been accommodated in the strategic plan for 2023 to 2028 and remains a priority.

The Hague University of Applied Sciences has adopted the 'Vision and Policy Document on Student Welfare', focusing on three themes to positively influence student welfare:

- improving the sense of belonging and inclusiveness;
- further professionalising the support chain;
- improving the provision of information on the help and complaints structure.

In March, The Hague University of Applied Sciences signed the Amnesty Manifesto. That is to say: we commit to reducing sexually transgressive behaviour and sexual violence. An action plan has been prepared and will be ready in the first quarter of 2023. To raise awareness about alcohol consumption, an alcohol prevention plan has been drawn up. The aim is to reduce alcohol consumption and to be able to detect in an early stage when students are struggling with alcohol problems.

In 2022, the policy scan took place with the 'Bachelor op Maat' (Tailored Bachelor) programme. Discussions were held by the Expertise Centre for Inclusive Education (ECIE) with all faculties and the Education, Knowledge & Communication Service about students with special needs studying at THUAS. This baseline measurement raised awareness, provided input for new policies and led to actions resulting in improvement aimed at customised studying.

Student welfare - projects

In 2022, we organised welfare weeks in March and November at all locations of THUAS with many and various activities. All activities focused on improving students' physical, social and mental well-being and finding a balance between study, work and private life. The weeks also aimed to break the taboo on talking about mental issues. The number of participating students increased compared to 2021 and was higher than expected.

The Guidance and Coaching Lab started as a pilot project in February 2022. First, the professionalisation needs of the degree programmes were inventoried and an intranet setting was created where available degree programmes and information concerning support and coaching were bundled. A digital helpdesk has been set up for handling support-related questions from within the organisation; the helpdesk is manned by a multidisciplinary support team consisting of e.g. education advisers, teacher trainers from HCTL, experienced coaches and the student welfare policy officer. New tools have been added to the range available, including a workshop for starting student counsellors and several practical tools. Furthermore, 20 requests for support from the programmes were implemented, including several presentations to teaching teams on the support available for students, a team training course on coaching students with mental health problems and case-based peer review meetings.

Various (student) surveys reveal that when asking a question about their studies or student-related issues, students sometimes do not know where to direct which question. In 2022, an exploration was conducted with respect to the improvement potential of services for students with questions. Following previous discussions within The Hague University of Applied Sciences about setting up a Single Point of Contact, the exploration deliberately considered whether setting up such a point could be a solution. The results of the exploration demonstrated that a central point is not feasible or desirable. However, a digital central point is desirable. The findings of the exploration will be used to examine how to further improve services - offline and online.

The year under review also saw the launch of the student promotion team. The aim is to be able to reach students more easily with the central assistance offer. In addition, a project to establish a central training programme for student buddies was launched to strengthen peer-to-peer support.

In 2022, extra attention was paid to the theme of social safety. Discussions were held with students and staff to identify areas for improvement in enhancing social safety. Discussions were also held with partners within the internal assistance and complaints structure, and processes were examined to see what needs to be improved to, for example, increase the willingness to report. This taking stock led to a social safety action plan that will focus on three pillars:

- visibility and prominence;
- awareness and behaviour;
- signalling and prevention.

Student counsellor's office

This year too, the student counsellor's office was able to support a large number of students with various questions. In 2022, the points below stood out:

In relation to students:

- *Student welfare and legislation*
There was much extra attention for the proper explanation of regulations (BSA, MOMI, third-chance regulation) prompted by changes to or ambiguities concerning those regulations.
- *Hybrid working*
In 2022, the student counsellor's office operated in a hybrid manner, offering various means of contact to students (online, on-site, telephone) through an online appointment system. In doing so, the student counsellor's office responded to one of the needs of students.
- *War in Ukraine*
The student counsellor's office has been involved in designing and implementing measures to support the mental health or financial situation of students from Ukraine, Russia and Belarus.

In relation to faculties:

The student counsellor's office is regularly involved in issues current at the level of universities of applied sciences. In this context, consider the situation in Ukraine, the proposal on binding study advice (BSA), the Support and Coaching Lab. The student counsellor's office also cooperated successfully with faculties and degree programmes. Student counsellors actively contributed to e.g. chain consultations, mentor consultations, case review and information provision. All student counsellors have been involved in the quality survey carried out with the faculties by the Expertise Centre for Inclusive Education (ECIE).

Student counsellors have been called on more in recent years. Thanks to the deployment of additional student counsellors, waits generally did not increase and were limited to one to two weeks. However, peaks did prove less predictable. This is largely due to Covid-related measures such as the suspended BSA and increased uncertainty about the implications of measures.

Student psychologists

In the year under review, the number of students applying to student psychologists for counselling courses again rose sharply. The number of interviews with students also shows a large increase (from 1468 to 1885). Remarkably high is the number of emergency reports from students in crisis: 21 in total. This means the 2021 figure more than doubled. Among enrolled students, first-year students are by far the majority (40 per cent). Just under a quarter are studying in their second year. Another small quarter are studying in their third or fourth year of study. The remaining students are students exceeding the term set for their studies. Furthermore, the number of international students reporting to student psychologists is still relatively high: almost a quarter of all applications.

Among the mentioned study-related problems are: procrastination, fear of failure, motivation problems and reduced focus on study objectives due to difficult private circumstances. Circumstances that are stressful for students are mainly described as: problems in the family of origin and breaking away from family.

In addition, general complaints such as stress symptoms, concentration problems, emotion regulation problems and negative self-image are often reported. Finally, anxiety-related problems and mood symptoms are often involved.

The number of training courses organised by the student psychologists has further increased for the second year in a row. A total of seventeen different training courses were offered, half of them in English. Trainings provided include 'Do It Today' and 'Me and Money' (in English). A total of nearly 250 students have participated in such training.



Campus culture 'Student life & Sports'

Last year, several student activities were organised for - and especially by - students. Social bonding among students is essential for their well-being. Student sports and social activities at THUAS and in the city were offered throughout the year. New features include e-sports Saturdays and campus lifestyle markets, where students can promote their ideas and hobbies. The number of student sports passes sold (over eight hundred) is higher than before the pandemic. Study and student associations play an important role in shaping student life. The Hague University of Applied Sciences encourages and facilitates cooperation between associations and offers workshops e.g. on good governance, finances, alcohol and substance use, and social safety.

The central range of induction activities and information for first-year students has been boosted by aligning activities more closely with the introduction programmes of the various degree programmes. The desire to offer information, atmosphere and activities for a longer period at the beginning of the academic year was also met.

The reflection room opened at the main site as a pilot in 2021 has been positively evaluated by the users and departments involved. The reflection room is a space for all students and staff who sometimes need silence or another form of individual reflection. It was decided to make the reflection room available as a standard facility at THUAS.

Cooperation with the other higher education institutions in The Hague and the municipality in the Student & City Platform was also fruitful during the year under review. Concrete steps have been taken in the areas of student housing, student sports, student health care and the exchange of knowledge on student welfare. Examples include: a second student GP practice, the organisation of the Groot Nederlands Studenten Kampioenschap (GNSK; National Dutch Student Championships) at Sportcampus Zuiderpark, a special student area during the Liberation Festival and the first 'Hi The Hague' introduction week for and by students.

Student housing

The shortage of affordable student housing has negative effects on the attractiveness of The Hague as an (international) university town. Following the national student housing action plan, the Student Housing Task force formed in 2022 launched a student housing action plan. The aim is to make concrete (including creative) suggestions and recommendations in order to increase the temporary and structural offer of available student housing in the coming years. In addition to The Hague University of Applied Sciences and Leiden University Campus The Hague, DUWO, Staedion and the Municipality of The Hague participate in this task force.

THUAS works closely with the largest student housing provider (DUWO) to provide housing for its international students. This summer, all international students were told not to travel to the Netherlands if they had not found accommodation by then.

Transferring to higher professional education

By 2022, study choice activities such as open days, orientation programmes and shadowing visits have taken place physically again. Both during and around these activities, information was made available online. Participation by prospective students was similar compared to the turnout before the pandemic. Prospective students appreciate the physical contacts and getting a taste of the atmosphere at the university. To properly track and support prospective students and provide tailored support in the choice process, further steps have been taken in developing the use of CRM.

Students and teachers from the Higher Professional Education ICT and CMD programmes have developed the inspiration game 'FutureYou' as an app for students who still have no idea of what they want to study. By answering a few questions, players are shown a top 3 of areas of interest at The Hague University of Applied Sciences. This allows them to start orienting on degree programmes. 'Future You' is quick, easy and fun to play.

Attendance at the online information workshops especially designed for parents prior to the open days was great.

To increase the likelihood of a successful transition to higher education, The Hague University of Applied Sciences set up the H/Transfer programme in 2018. This programme is based on and largely funded by the Regional Ambition Plan (RAP). From H/Transfer, the second grant tranche (2022 to 2025) will expand on existing regional cooperation with, among others, supplying education and higher education. This leads to several regionally-oriented initiatives, all from the perspective of improving transfer to higher education. Examples in 2022 include: days for student counsellors (from Onderwijs Netwerk Zuid-Holland (Education Network South Holland)) and days for professionalisation (from Spirit4you).

A modular range of study choice activities on career orientation and guidance (COG) in supplying education has been developed with Lucas Onderwijs (Lucas Education). Ongoing projects include the Hague Mentor Programme (HMP), student coaching and the GOC-cv.

Five programmes participated in the GOC-cv pilot. They see the added value of this initiative. A pilot for student coaching using a central pool of coaches has been started. Through a clear route in terms of referral from a pilot course, students could receive coaching with respect to study skills. Initial results are positive. From H/Transfer, we also participate in the national Study Success Caribbean Students' (SEA) project group, in which we contribute to various initiatives. Examples include: visits to universities of applied sciences, workshops, scholarships or student finance, and setting up knowledge sharing on, for example, community building.

New within H/Transfer are the so-called 'wisselstroomprojecten', aimed at improving the switch of students from university to higher professional education and vice versa. In 2022, investments were also made in various study associations focussing on improved integration of prospective students of the university of applied sciences.

Enrolment and admission

As some prospective students were unable to meet the admission requirements in time due to Covid measures, specific groups of students were given extra time to do so (as in the previous two academic years). This mainly concerned students in the completion phase of their senior secondary vocational programmes (level 4). They could enrol in the 2022-2023 academic year on the condition that they would still meet the admission requirement by 31 December 2022. The Admission Committee prepared the regulations required for this purpose. A total of 136 students took advantage of the conditional intake. Of these students, 14 (10 per cent) were disenrolled as of 31 December 2022 because they did not meet the requirements at that time.

377 candidates participated in the specific 21+ admission tests in order to enrol in a bachelor's degree programme. The 186 successfully completed exams led to 151 enrolments at The Hague University of Applied Sciences.

Approximately 4,500 international students submitted a combined total of over 7,500 bachelor's degree admission requests; this is 10 per cent more compared to the previous academic year.

Scholarships

The number of scholarships awarded for a study abroad with start date in 2022 was as follows:

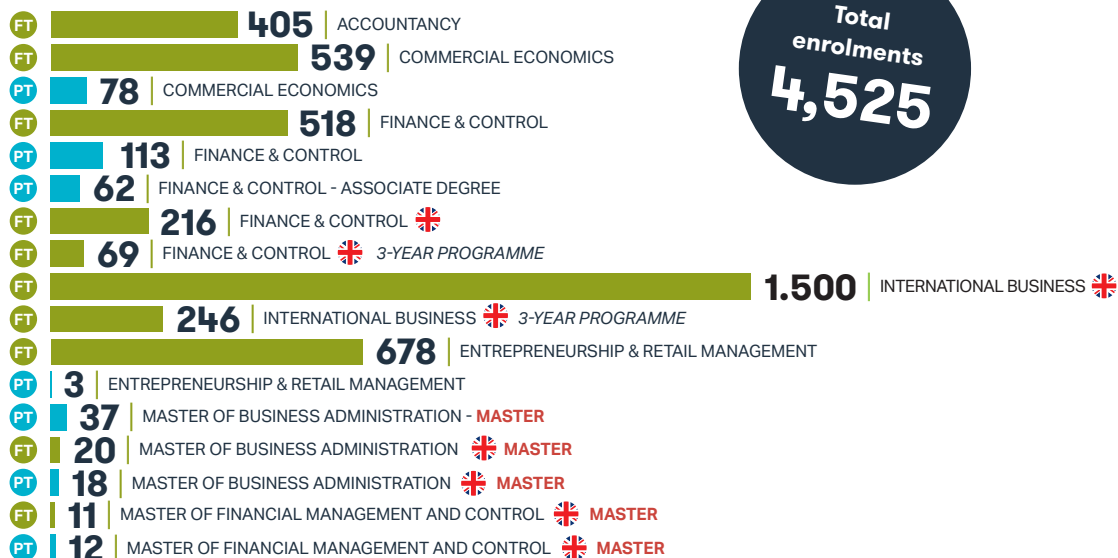
Scholarship	2022	2021
Erasmus Studies	204	81
Erasmus Work Placement	44	24
Holland Scholarship	36	10
University Fund	116	6
VSB Fund	3	4
Hopjes Fund	0	0

The fluctuation in numbers is caused by travel restrictions due to the Covid pandemic. By 2022, these restrictions had been lifted.



Enrolled students 2022

Business, Finance & Marketing (BFM)



Total enrolments
4,525

Health, Nutrition & Sports (HNS)



Total enrolments
4,342

Management & Organisation (MO)



Total enrolments
3,715



Governance, Law & Security (GLS)



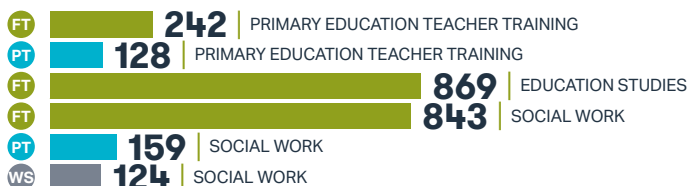
Total enrolments
4,053

IT & Design (ITD)



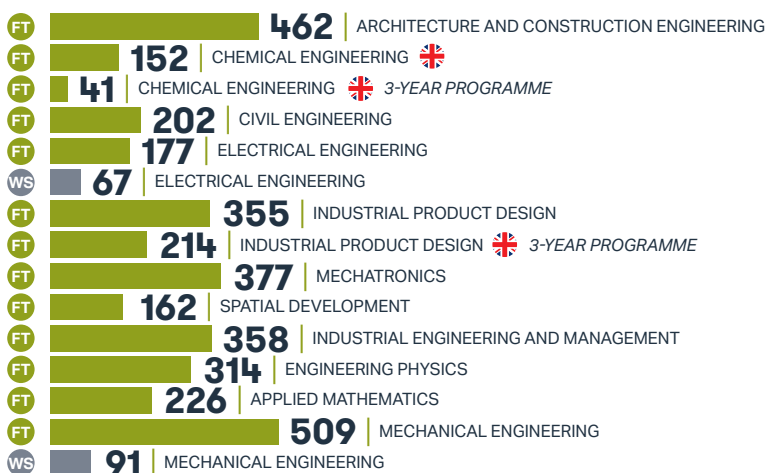
Total enrolments
2,904

Social Work & Education (SWE)



Total enrolments
2,365

Technology, Innovation & Society (TIS)



Totaal inschrijvingen
3.707

FT FULL-TIME
PT PART-TIME
WS WORK-STUDY

Total enrolments: **25,611**

Chapter 3

Research



3.1 Strengthened research

In the spring of 2022, the organisational set-up of the centres of expertise was evaluated under the supervision of an external project leader. The report contained some valuable advice that has since been or is being implemented. The new strategic plan, for instance, clearly positions The Hague University of Applied Sciences as a knowledge institution. A strategic research agenda will also be drawn up in 2023. And in the new educational and research vision, education and research are more intertwined.

Portfolio of centres of expertise

In 2022, new professors were appointed and a new research group was launched:

- The Digital Operations and Finance centre of expertise has appointed a lecturer for the new Platform Economy research group.
- The Health Innovation centre of expertise welcomed a special professor for the Health Care Technology research group and a professor for the Oncology Care research group.
- The Cyber Security centre of expertise welcomed a professor for the Risk Management & Cyber Security research group.
- A Public Procurement research group has been added to the Mission Zero centre of expertise in 2022 together with a new professor. Participants in this research group are the central government, Groningen University of Applied Sciences, Amsterdam University of Applied Sciences, Utrecht University of Applied Sciences, Rotterdam University of Applied Sciences and The Hague University of Applied Sciences.
- UNESCO has awarded the chair 'Artificial Intelligence and Data Science for Society' to The Hague University of Applied Sciences.

At the end of 2022, The Hague University of Applied Sciences had 37 research groups. They work together in one of seven centres of expertise. To increase the innovative power, it was decided to merge the research groups of the Global Governance centre of expertise with the Global and Inclusive Learning centre of expertise with effect from 1 January 2023.

Research Board

An independent advisory body with external members, the Research Board, advises the Executive Board on research profiling and development within THUAS. The Research Board consists of authoritative experts. They have active roles within knowledge institutions, industry and the public sector at the intersection of research, higher education and innovation. Board members were reappointed in 2022 and were involved in the development of the new strategic plan.

Research quality assurance

A central role in the PDCA cycle is played by the assessments in accordance with the Branch Protocol for Quality Assurance Research (BPQAR). In 2022, the new BPQAR for the period 2023 to 2028 was developed nationwide. The BPQAR requires research units to be externally audited once every six years and to conduct a mid-term review in the interim. In 2022, the Cyber Security centre of expertise was the first centre of expertise within The Hague University of Applied Sciences to conduct a midterm review.

3.2 Education and research interaction

Practice-oriented research strengthens our education and contributes to its innovation through continuous interaction, with teachers and students participating in research groups.

Activities with education by centres of expertise

The Digital Operations and Finance centre of expertise launched several projects in 2022. For example, the re-manufacturing line 'RE/man Heroes' has been set up, which deploys robots in the circular and digital manufacturing industry.

Among other things, the Governance of Urban Transitions centre of expertise launched a challenge to tackle waste problems in the Laak district of The Hague.

The Mission Zero centre of expertise won the Techathon 2022 with its 'Next gen digital neighbourhood' plan for the Hoefkwartier district in Amersfoort.

The Health Innovation centre of expertise organised inspirational workshops based on various themes such as care for the elderly. This was done in collaboration with external parties.

Within the learning workshop 'Gezond en Sociaal in de wijk' ('A Healthy and Social Neighbourhood'), Woonzorg Centra Haaglanden (WZH) has realised a good cooperation with the Urban Ageing research group and nursing education in the 'Welzijn en Zorg: leren van en met elkaar' ('Welfare and Care: learning from and with each other') project. Multiple activities take place to promote collaborative learning. A well-attended, fun and interactive inspiration session took place on location at WZH Transvaal. Residents of Woonzorg Centra Haaglanden, professionals, teachers, researchers and students from The Hague University of Applied Sciences joined forces to work on innovations in elderly care.

Artificial Intelligence

The Hague University of Applied Sciences has a solid track record in education and research relating to Data Science and AI. We are leading in the provision of education in the IT and engineering fields, with research closely involved. This is especially true in the new Applied Data Science & AI programme, which launched in September 2022. Topical educational content requires research. This means that education and research ambitions run parallel.

Meanwhile, UNESCO has awarded us the 'Artificial Intelligence and Data Science for Society' chair. This gives us an international position, which we translate into regional and national initiatives.

The Hague University of Applied Sciences also holds an important position in the region. We are the lead agency for the Human Capital Agenda IT South Holland. In this WE-IT programme initiatives are developed to address labour market shortages through retraining and extra training.

3.3 Research culture

Training and supervision

In the context of the Code of Conduct for Scientific Integrity, the university has developed a master class Rules and Regulations for Researchers (RRR). The master class covered topics such as the GDPR (General Data Protection Regulation), open access and scientific integrity. The master class was held three times in 2022 and was attended mainly by professors and knowledge circle members.

Research data management (RDM)

The Hague University of Applied Sciences has put the research data management (RDM) infrastructure fully in place in 2022. With this, the university meets its obligations under the Code of Conduct on Scientific Integrity and the requirements of research funding providers. Also in 2022, 'research data stewards' have been appointed at the university library to embed and professionalise the handling of research data. For example, data stewards support researchers in writing research data management plans and using the Research Drive. THUAS also contributes to the national Digital Competence Centre Practice-based Research (DCC-PR) with an approved grant application to SURF called 'De Haagse Hogeschool op weg naar Open Science' (THUAS on the Way to Open Science). In this project, during the year under review, THUAS developed a workflow for archiving and publishing research data after the completion of research.

Ethics Advisory Committee

The Ethical Advisory Committee (EAC) of The Hague University of Applied Sciences advises researchers on ethical aspects in their research projects. The four committee members are experts in research ethics and fulfil this role voluntarily alongside their positions as professors, coordinators or degree programme managers. During the year under review, the EAC handled requests for ethical advice and undertook activities to raise awareness around ethics and the committee. For instance, the committee organised a research lunch and a number of meetings within the centres of expertise.

Doctorate committee

The Doctorate Committee of The Hague University of Applied Sciences received four applications for doctorate vouchers and ten applications for pre-doctorate vouchers from employees during the year under review. Of these, two doctorate applications and seven pre-doctorate applications were honoured.

Integral research support

Since 2021, The Hague University of Applied Sciences has been working on the Research Support Portal to provide integral access to all relevant materials and supporting documents. The development of this portal continued in 2022. Through this portal - designed according to the research cycle - researchers will find all the information they need to conduct their research in one place and can ask questions via one single point. For this purpose, a back office has been set up where all services relating to research support work together behind the scenes to answer questions in an integrated way.

3.4 Universities of Applied Sciences Netherlands

The Hague University of Applied Sciences is a member of Universities of Applied Sciences Netherlands, abbreviated into UASNL. Eighteen Dutch universities of applied sciences (UAS) are united in UASNL. The Hague University of Applied Sciences is working with these universities to strengthen the profile of applied research in Europe. With an EU office in Brussels, UASNL contributes to policy developments, builds European partnerships and demonstrates the added value of practice-based research in responding to the challenges that Europe is facing.

Since its establishment in 2018, The Hague University of Applied Sciences has been a member of UASNL. The Funding Support Office acts as a linking pin between UASNL and THUAS. On a monthly basis, coordination and consultation takes place between the linking pins of the participating universities of applied sciences. Four-yearly UASNL administrative consultations take place, in which the board of The Hague University of Applied Sciences is also represented.

During the year under review, Loes Rutten was appointed as UASNL's liaison officer within the UASNL EU Office. She visited The Hague University of Applied Sciences in March 2022. UASNL's network and physical visibility in Brussels have been reinvigorated. In addition, 2022 was dedicated to strengthening cooperation with UAS4Europe, governance bodies SIA and RVO. Cooperation between the UASNL universities of applied sciences has been further expanded through alignment in areas such as European policy, strategy and networking.

3.5 South Holland Impact Alliance

Led by The Hague University of Applied Sciences, the Zuid-Holland Impactalliantie (ZHIA; South Holland Impact Alliance) was built in 2022. In this alliance, the four 'broad' universities of applied sciences of South Holland give a strong impetus to practice-oriented research in this province. They impact the region by accelerating innovations on crucial societal themes. ZHIA is founded on several pillars: setting up cross-sectoral research networks, developing joint thematic research agendas and starting a joint desk and ditto support organisation to connect ZHIA with the outside world. In 2022, this collaboration took shape on a first research theme: health. In 2023, we broaden the agenda and deepen cooperation, firmly positioning ZHIA towards external and internal stakeholders.

3.6 Grants and other external income for research

The practice-oriented research of the university of applied sciences contributes to the solving of major societal issues. In collaboration with practice and education, practice-based research creates immediate impact. Attracting external funding provides more room for the impact of our research.

The volume of external funding (grants and contract activities) is growing: In 2022, The Hague University of Applied Sciences has been awarded around € 9.9 million in multi-year grants. This is a sharp increase compared to 2021, in which the granted amount was € 6.5 million.

The realisation of external research funds in 2022 amounted to € 4.8 million. Of that, € 2.9 million consisted of grants, € 1.3 million for contract activities commissioned by third parties and € 0.6 million for NWO doctorate grants for teachers. External funding comes mainly from national second-funding organisations such as NWO, governing bodies SIA and ZonMw. Only part of the external funding comes from the European Commission.

Chapter 4

National Education Programme (NPO)



4.1 Introduction and explanation

With the Nationaal Programma Onderwijs (NPO; National Education Programme), the government decided in February 2021 to make additional funds available for mitigating the negative effects the pandemic had on students, teachers and researchers. The NPO is a support programme for recovery and perspective across the education sector.

For a portion of these funds - which are intended for catching up and preventing study delay and for improvement of student welfare - the Ministry of Education, Culture and Science and e.g. the Association of Universities of Applied Sciences concluded the so-called Bestuursakkoord Nationaal Programma Onderwijs (Administrative Agreement on the National Education Programme). The funds mainly covered by this section of the Administrative Agreement are also referred to as 'COVID envelope'. Within our institution, we refer to these resources as 'earmarked NPO funds'. We explain these in more detail in Section 4.2 of this chapter.

In Section 4.1, we explain the additional resources from the Bestuursakkoord Nationaal Programma Onderwijs as well as the initiatives that the government funds from the lump sum in the field of innovation and quality. For the year 2022, this concerns:

- compensation for the halving of statutory tuition fees;
- additional funds in the 2021 lump-sum government contribution, earmarked for multi-year investments in the quality and innovation of education.

4.1.1 Compensation for halving statutory tuition fees

In order not to make the threshold for entering higher education during the COVID period too high, it was decided to temporarily halve tuition fees for students who started in the 2021-2022 academic year.

To compensate universities of applied sciences for missed income, additional lump-sum funding has been made available. For the year 2022, this involved an amount of € 16.9 million.

4.1.2 Extra contribution in lump sum funding: investment in quality and innovation of education

Due to the increased numbers of students (study delay, lower dropout rate), universities of applied sciences have been allocated additional funding in 2021.

For the most part, this has been used within The Hague University of Applied Sciences to attract additional teaching staff (to increase student and staff welfare). We partly reserved the extra funding for multi-year projects that contribute to improving the quality of education and increasing innovation in education and research in the following eight themes:

Basic quality theme

<ul style="list-style-type: none"> • Additional budget has been released for eight degree programmes that need an extra boost to improve basic quality. 	Multi-year budget: € 1.1 m spent in 2022: <u>€ 359 k</u> Provision € 733 k at year-end 2022
--	--

Theme: blended learning

Several projects are in progress for this theme, which are being tackled in conjunction: <ul style="list-style-type: none"> • The Education, Knowledge & Communication Service (EKC) is strengthening educational services to programmes, allowing more degree programmes to blend their curricula (in work and test format). • The Faculty of Technology, Innovation & Society (TIS) supports teachers in developing high-quality blended education, providing additional expertise and hands-on support. • The Faculty of Social Work & Education (SWE) has launched a gamification project to keep hybrid education going. This will create a richer online learning environment where students can learn flexibly with respect to time and location-independence. 	Multi-year budget: € 0.7 m spent in 2022: € 366 k Provision € 292 k at year-end 2022
--	---

Theme: Student Voice

With funds from the NPO, three projects are being implemented within the Student Voice programme line: Student Engagement & Participation (Partner Up!), Student Panel and Student Success. The projects under the Student Voice programme contribute to further democratising The Hague University of Applied Sciences by strengthening both informal and formal participation. These projects thus contribute to the development of the university as a knowledge institution, within which multiple forms of student participation are set up and made widely accessible.

- In the Partner Up! project, partnerships have been set up within four degree programmes in which students, researchers and teachers work together on an equal basis for educational improvement. Flanking research evaluates the interventions within the degree programmes and provides insight into factors that can further promote inclusive and informal participation.
- With Student Panel, the university has developed a new instrument to arrive at a representative picture of the input of the student population of The Hague University of Applied Sciences on specific themes. More than five hundred panellists have been recruited and the first surveys have taken place. One survey focused on library use and appreciation. A second study focused on conditions for student participation.
- Based on research, the concept of student success has been defined: 'Student Success Ontleed' ('Student Success Dissected'). Within the Student Success project, several workshops and field labs are organised on the basis of this understanding. Among other things, it explores how coaching and support can become more student-centred and meaningful.

Multi-year budget: € 0.8 m.
 spent in 2022: € 298 k
 Provision € 482 k
 at year-end 2022

Theme: Educational Development

- The New Finance research group (Faculty of Business, Finance & Marketing) is conducting research on stimulating entrepreneurship among students, resulting in a (cross-faculty) Student Investment Fund which advises on financial resources on the one hand, and provides a network on the other.
- From the Faculty of Governance, Law & Security, a project has been launched into diversity-sensitive working, which is often still insufficiently crystallised in the education and workplace. The aim of the project is to develop a university-wide minor in close connection with the professional field.
- A temporary range team was set up by the Education, Knowledge & Communication Service to create an up-to-date and high-quality (educational) range of programmes and increase intake.

Multi-year budget: € 0.3 m.
 spent in 2022: € 186 k
 Provision € 122 k
 at year-end 2022

Theme: Educational Development

- The New Finance research group (Faculty of Business, Finance & Marketing) is conducting research on stimulating entrepreneurship among students, resulting in a (cross-faculty) Student Investment Fund which advises on financial resources on the one hand, and provides a network on the other.
- From the Faculty of Governance, Law & Security, a project has been launched into diversity-sensitive working, which is often still insufficiently crystallised in the education and workplace. The aim of the project is to develop a university-wide minor in close connection with the field.
- A temporary range team was set up by the Education, Knowledge & Communication Service to create an up-to-date and high-quality (educational) range of programmes and increase intake.

Multi-year budget: € 0.3 m.
 spent in 2022: € 186 k
 Provision € 122 k
 at year-end 2022

Theme: study data/learning analytics

- In 2022, the Education, Knowledge & Communication Service (Education & Research Team) formed a multidisciplinary data science team to safely and reliably use study data to improve the quality of education through quantitative research. Due to the tight labour market, specifically in this knowledge domain, this has taken longer than expected. Since early 2023, the team has been complete. A lot of time was spent in particular on the training in specific methodology and on preparing the data files. The Commercial Economics degree programme is functioning as a pilot programme and has provided comments on the first dashboards.
- In parallel, within the Faculty of Business, Finance & Marketing, learning analytics is specifically investigating which data can be brought together and which parameters have a significant influence on study development.

Multi-year budget: € 0.8 m.
 spent in 2022: € 190 k
 Provision € 662 k
 at year-end 2022

Process management theme

Under the direction of Business Operations & Control, two initiatives at faculties are being supported to further improve some chain processes. In this respect, Operations & Control applies the following principles:

- The chain processes are university-wide.
- The process owners must be involved and manage the process concerned.
- The initiatives for this and the results from these are as university-wide as possible.

From the university-wide chain processes, 2022 specifically zoomed in on analysis and improvement of the testing processes at a faculty. From a process-organising approach, more mutual understanding was created between education and support, and we have identified improvements that we are now tackling university-wide. Improvements have also been made in the process for drafting the Education and Examination Regulations (EER) and the Annual Degree Programme Plan (ADPP) at another faculty. Furthermore, the process management team (part of Operations & Control), in consultation with staff from the Facilities and IT service, is pushing for professionalisation by using a process management modelling tool.

Multi-year budget: € 0.5 m.
 spent in 2022: € 190 k
 Provision € 341 k
 at year-end 2022

Theme: trainee programme

- **Traineeship(s) for teachers**

The Hague University of Applied Sciences invests in attracting talented young teachers from diverse backgrounds by offering traineeships. The trainees follow a training programme and start working in education. After the programme, they move on to a regular teaching position. Meanwhile, two groups of trainees started; in 2020 (seventeen trainees) and 2021 (thirteen trainees). In the autumn of 2022, recruitment and selection took place using these funds to create a third trainee pool. These are ten trainees at eight different degree programmes. This group consists of a mix of candidates with bachelor's and master's degrees.

- **Onboarding of new teachers**

From this project, there will be more attention and support for the proper induction of new teachers, enabling them to provide good and *state-of-the-art* education. Through interviews and desk research, a picture of the current and desired situation was formed, on the basis of which an Onboarding Plan of Action was drawn up which included the topics of pre-boarding, onboarding modules, induction meeting, induction policy and an evaluation. Implementation of this programme started in 2022.

Multi-year budget: € 0.8 m.
 spent in 2021: € 105 m.
 spent in 2022: € 273 k
 Provision € 372 k
 at year-end 2022

Theme: hybrid meeting rooms

Experiences of working from home gave rise to a new form of hybrid working, whereby employees alternate between working from home and the office. This creates a need for facilities to support hybrid conferencing. In 2022, € 100k was spent on the realisation of some 15 hybrid meeting rooms. In fact, we will realise fewer than the original 88 planned hybrid meeting rooms and - due to the extensive costs - we will also spend additional housing budget on this. We will use the remaining part of the budget for this purpose in 2023.

Multi-year budget: € 0.2 m
 spent in 2022: € 100 k
 Provision € 128 k
 at year-end 2022

Total multi-annual budget for Quality & Innovation projects

Total multi-year: € 5.3 m.
 (rounded);
 spent in 2021: € 0.1 m.
 spent in 2022: € 2.0 m.
 Provision € 3.2 m.
 at year-end 2022

Multi-year project budgets are closely monitored. A provision is made for the unspent portion in the financial statements, which amounted to € 3.2 million at the end of 2022.



4.2 Additional earmarked funds NPO Administrative Agreement: 'COVID envelope'

The Hague University of Applied Sciences chose to follow the ministry's themes and choice list, setting as its main objectives:

- smooth intake and progression (theme 1);
- student welfare and social bonding with the degree programme (theme 2);
- support and guidance within the area of work placement (theme 3);
- limiting study delays and dropouts in teacher training programmes due to a shortage of work placement availability (theme 5).

Faculties and services have been allocated a budget for which they can choose activities from the list appropriate to themes 1, 2, 3 or 5. In this way, we placed the choice and details of an activity close to education in practice. This is in line with the management philosophy of The Hague University of Applied Sciences.

For the detailing of the (multi-year) plans, in 2021 the university created a NPO Task Force, with a composition representing different sections within the organisation. This task force advised while the process was carried out and involved the Council of the University of Applied Sciences in the process proposal.

Faculties and services made a draft plan for the funds allocated to them. participation bodies and students were then expressly invited to submit their own proposals - insofar as within the given themes and list of choices.

Within the faculties, discussions on the draft allocation of NPO funds were conducted with the faculty council. The central part of the draft plan was discussed with the Council of the University of Applied Sciences. Subsequently, the NPO plans were submitted for approval to the Council of the University of Applied Sciences. In December 2021, the required consent was obtained on the NPO multi-year plan, after which it was adopted and approved.

4.2.1. Overview of resource use for the varying themes

The summary table below shows how the distribution of resources across themes and activities was carried out, based on the consolidated draft plans of faculties and services.

While the original plans still assumed the depletion of these funds in the plan period 2021 to 2023, it is now clear that this will require a longer period. This is in line with the national picture of educational institutions. To this end, the Ministry of Education, Culture and Science amended the regulations by labelling the year 2024 as a 'extra year' for spending funds that could not be spent in the previous years.

The table on the next page shows which part of the funds - according to current information - will be shifted forward to 2023 and 2024. The sums involved are substantial: about € 700k will be shifted forward to 2023; € 1.4 million will be shifted forward to 2024.

The substantive explanation of this is included in Section 4.2.4.

Shifting funds to a later spending year hardly affects the original spending targets:

- More than half of the available funds (55 per cent, approximately € 7.2 million) are allocated to theme 1: measures to promote smooth intake and progression.
Activities to provide extra student support are dominant within these measures. Furthermore, many activities are mentioned for offering additional opportunities to catch up on study delays:
- A quarter of the available funds (€ 3.3 million) will be allocated to theme 2: strengthening student welfare and social bonding with the degree programme. Within theme 5 (specifically for the teacher training courses offered by the Primary Education Teacher Training College and Higher Academy for Physical Education), particular investments are made for extra support for students and lateral entrants.
- On average, these funds over the years create room for the additional deployment of 58 FTEs for teaching staff and 14 FTEs for ESS. Furthermore, part of the funds are earmarked for other expenses, especially within theme 2, which involves facilitating opportunities to promote contact moments with students.

Overview table deployment of earmarked NPO funds The Hague University of Applied Sciences

4. Nationaal Programma Onderwijs (NPO; National Education Programme)

Theme		2021		2022		2023		2024		Total		
		FTE	euro (in K)	FTE	euro (in K)	FTE	euro (in K)	FTE	euro (in K)	average FTE	euro (in K)	relatively
Theme 1: Smooth intake and progression	initial budget	0.7	€ 78	50.2	€ 4,118	38.5	€ 3,152	0.0	€ -	44.3	€ 7,348	
	carried forward/movement	-0.2	€ -22	-11.6	€ -1,120	0.7	€ 99	8.7	€ 882	-2.4	€ -161	
	Realisation	0.5	€ 56	38.5	€ 2,998							
	revised budget					39.2	€ 3,251	8.7	€ 882	41.9	€ 7,187	55%
Theme 2: Student welfare and social bonding with the degree programme	initial budget	0.5	€ 80	15.0	€ 1,811	12.5	€ 1,179	0.0	€ -	13.8	€ 3,070	
	carried forward/movement	-0.4	€ -33	-3.3	€ -461	4.9	€ 599	1.6	€ 131	2.8	€ 236	
	Realisation	0.1	€ 47	11.7	€ 1,350							
	revised budget					17.4	€ 1,778	1.6	€ 131	16.6	€ 3,306	25%
Theme 3: Work placement support and guidance	initial budget	0.6	€ 22	6.0	€ 537	6.1	€ 502	0.0	€ -	6.0	€ 1,061	
	carried forward/movement	-0.6	€ -22	-1.2	€ -136	0.2	€ -	1.2	€ 83	-0.4	€ -75	
	Realisation	0.0	€ -	4.8	€ 401							
	revised budget					6.3	€ 502	1.2	€ 83	5.6	€ 986	8%
Theme 5: Specific teacher-training programmes	initial budget	0.9	€ 85	8.0	€ 754	7.2	€ 682	0.0	€ -	7.6	€ 1,520	
	carried forward/movement	0.0	€ -	-3.3	€ -320	0.0	€ -	3.3	€ 320	0.0	€ -	
	Realisation	0.9	€ 85	4.7	€ 434							
	revised budget					7.2	€ 682	3.3	€ 320	7.6	€ 1,520	12%
Total of all Themes	initial budget	2.7	€ 265	79.1	€ 7,221	64.3	€ 5,515	0.0	€ -	71.7	€ 13,000	
	carried forward/movement	-1.2	€ -77	-19.4	€ -2,037	5.8	€ 698	14.8	€ 1,416	0.0	€ -	
	Realisation	1.5	€ 188	59.7	€ 5,184							
	revised budget					70.1	€ 6,213	14.8	€ 1,416	71.7	€ 13,000	100%
Total euros		€ 188		€ 5,184		€ 6,213		€ 1,416		€ 13,000		

4.2.2. Overview of activities within the selected themes

To achieve a deeper understanding, we have specified the distinguishing activities of the choice list by theme below on which we are focusing in particular, as evidenced by the plans of the faculties and the Education, Knowledge & Communication Service. The list below is not exhaustive and without reference to the relevant faculty or service, but already gives a good overall picture of the intentions.

The plan outline makes clear that many initiatives are being developed to mitigate the negative effects the pandemic had on students. In the following section, we indicate which of these activities were cancelled in 2022 and carried forward to 2023 and 2024, and the resources set aside for these activities.

Activities for theme 1: smooth intake and progression

Activity: offering *additional support*:

- investment by the degree programmes for improved support and a better connection between senior secondary vocational education and the bachelor's degree programme in higher education;
- deployment of additional support and training of student counsellors with a focus on student support, mainly organised in teams that are responsible for results and created around groups of students;
- use of student assistants to help with subjects with a high failure-rate, and 'learning to study'.
- realising peer mentoring in the 2021-2022 academic year. A teacher has been assigned to support/professionalise specific students from the degree programme who mentor younger students;
- offer more mentoring in higher years (2, 3 and 4) to support students in terms of motivation and in clearing study arrears (study advice);
- additional guidance by so-called NPO teachers and NPO student assistants. These will not only provide students with substantive support, but also guide them in social bonding activities.



Activity: *offering additional opportunities to catch up on study delays:*

- offering additional units of study or tests;
- additional interim exam training;
- additional guidance for students exceeding the term of their studies;
- extra homework support/tutoring by student assistants (under the supervision of a subject teacher);
- organising a tailor-made programme for students who have not yet completed all the subjects of a previous academic year;
- offering online modules;
- development of knowledge clips for theoretical curricula that can be followed at other times;
- investment in testing experts to reduce testing pressure and increase studyability;
- investment in blended experts to reinforce positive learning effects of blended education in the curriculum;
- organise additional ('bezem' (clean sweep)) tests at the end of the academic year to avoid study delays for subjects that will not be offered again due to the change in the curriculum.

Activities theme 2: student welfare and social bonding with the degree programme

Activity: *committing to more support for students:*

- additional support for students exceeding the term of their studies;
- extra support for students with special educational needs;
- organising peer-to-peer and study groups.
One of these peer-to-peer groups is specifically aimed at students from the Caribbean Netherlands. This student-led programme will be closely monitored and possibly used as a model for other student communities.
- additional deployment of student assistants, study career counsellors and study associations;
- appointing alumnus as junior practice support staff who, among other things, guide students with study delays and encourage social bonding.

Activity: *offering extra facilities for students:*

- additional events to increase social bonding and/or create an understanding and overview of any delays in cooperation with the study association of the relevant degree programme;
- a support desk for students for online and hybrid testing;
- a help desk for international students;
- setting up activities committee.

Activity: *organising more contact moments between students:*

- organise physical activities, in cooperation with the study association of the respective degree programme, which are aimed at increasing student welfare, social bonding and onboarding;
- set up a study association;
- organise group sessions for students working on their graduation project/thesis;
- organising networking events for students, linking up with the study association and alumni;
- organise more contact moments between students and teachers.

Activities theme 3: work placement support and guidance

Activity: *more work placements:*

- a temporary expansion of the work placement/work placement coordination/external relations/relationship management team;
- a video with information for work placement and graduation companies for the purpose of increasing work placement and graduation opportunities.

Activities theme 5: specific to teacher training

Activity: *offering additional guidance to students and lateral entrants:*

- additional guidance for students exceeding the term set for their studies;
- intensify cooperation with existing training schools;
- establishing new partnerships with training schools;
- organising education in large blocks of 30 EC.

Activity: *offering additional education in training:*

- additional support on subject knowledge (tests) by teachers and together with senior students;
- together with the work field, providing additional lessons and support to pass the admission test;
- additional (personal) support aimed at shortening the study duration and maximising study output.

4.2.3 Monitoring and accounting for earmarked NPO funds 2022

As regards monitoring and accountability, The Hague University of Applied Sciences complies with the conditions and principles set out in Appendix 3 ('NPO Monitoring') to the Administrative Agreement. In doing so, The Hague University of Applied Sciences applies the following principles:

- **Set up qualitative monitoring, unless...**
For the monitoring of the plans, we will seek alignment with the methodology that is also used for quality agreements (study advance funds). This involves a qualitative monitoring of progress. There is no intra-ledger subsequent costing and accountability, other than for project-based budgets.
- **Accountability in the annual report**
In the annual report, we provide insight into which measures we choose. In it, we outline the progress of the implementation of those measures and we provide insight into the plans for the remaining period of the NPO.

As the earmarked NPO funds are classified as so-called non-normative funding, a balance sheet provision was made for funds not spent in the financial year. At the end of 2022, this amounts to € 4.9 million. In 2022, € 5.2 million of earmarked NPO funds were made available from the state contribution.

The rationale for the total of the NPO funds to be recorded for is found in the underlying spending plan.

Interim monitoring on the occasion of Management Report 1 and Management Report 2

Analogous to the study advance funds, the faculties and services concerned render internal account to the Executive Board in an interim progress report on the occasion of management reports 1 and 2 (up to and including March *and* up to and including August, respectively). This internal rendering of account is also the basis of the (sample-based) external interim accountability through Berenschot's Implementation Monitor, which informs the House of Representatives twice a year with a progress report via the Ministry of Education, Culture and Science. The Hague University of Applied Sciences participated in and provided input to the implementation monitor on spring 2022.

After 2024, funds will be exhausted and monitoring and accountability ends with the 2024 board report.

4.2.4 Exhaustion and shifting forward of earmarked NPO funds 2022

Below, we explain the activities that were shifted forward from the 2022 reporting year to a later year (2024). In fact, this paragraph is a clarification of the statement in Paragraph 4.2.1, which noted that € 2.0 million of the budgeted deployment of €7.2 million is shifted forward. The main reason for this was that the desired staff capacity to be deployed for NPO activities was not available on time.

Theme 1: smooth intake and throughflow: € 1.1 million carried forward

This was particularly prominent in the Faculty of Business, Finance & Marketing and the Faculty of Technology, Information & Society. The activities shifted forward inter alia included the following:

- Within the Faculty of Technology, Information & Society, two main activities showed significantly lower efforts than budgeted: student coaching and study advice, and extra support for study delays. This was caused by not being able to recruit the necessary manpower in time. The matter has been discussed with the Faculty Council. The use of the underspending is shifted forward to a subsequent year (2024: € 700k). It is anticipated that in 2023, activities can be carried out as planned.
- Within the Faculty of Business, Finance & Marketing, there were (smaller) underspendings on the NPO budget on a broad front, where activities as such could go ahead. Some activities - a programme for first-generation highly educated people (intake) and the development and provision of free-choice modules for students in senior secondary vocational education aimed at a smooth progression from year 1 to year 2 - could not take place and have been postponed to 2023. In total, this faculty carries over € 200k forward to 2024.
- Within the Education, Knowledge & Communication Service, research into relations and effective interventions for improving bonding and effective study behaviour started later than planned, so that over € 100k in funding has been shifted forward to 2023.

Theme 2: student welfare and social bonding: shifting forward € 0.5 million

- On this theme in particular, from the Faculty of Health, Nutrition & Sport, activities were shifted forward that belong to a programme for mental and social well-being and physical health of students. The programme was launched with a significant delay and funds were shifted forward to 2023.

Theme 3: work placement support and guidance: carrying forward € 0.1 million

- In 2022, the partnership between the Education, Knowledge & Communication Service and the Faculty of Management & Organisation has not yet succeeded in freeing up capacity for the planned activities from the Work Placement Point pilot, from which consultation hours and (online) training and courses would be offered to students concerning areas such as presentation and job-application skills, networking and the labour market. This activity moves forward to 2023, involving earmarked funds in the amount of € 75k.

Theme 5: specifically for teacher training: carrying forward € 0.3 million

- Within the Faculty of Health, Nutrition & Sport, a substantial part of the NPO resources is intended to be used for the development of customised flexible education, deployable for both Primary Education Teacher Training College and Higher Academy for Physical Education courses in a so-called 'double degree' route. The realisation thereof has been delayed, causing € 320k of funds to be shifted forward to 2024.

4.2.5 Considerations concerning deployment of earmarked NPO funds

All those involved were asked to give their reflections on the effectiveness of the deployment of these funds. Like the reflection on the use of study advance funds, this reflection can be found in Chapter 9 due to a thematic overlap between the two themes.

Chapter 5

Staff and organisation



In 2022, international changes and COVID-19 had a visible impact on the work and welfare of our staff and students. Therefore, the welfare of our students and staff was given high priority in 2022. This was done in particular by means of activities relating to the areas of social safety, diversity and inclusion.

In early 2022, mandatory working from home as a result of COVID-19 could be dispensed with and hybrid working became the new norm. The effects of hybrid working in terms of facilities, working from home, use of space, behavioural arrangements and related support have been further detailed within The Hague University of Applied Sciences.

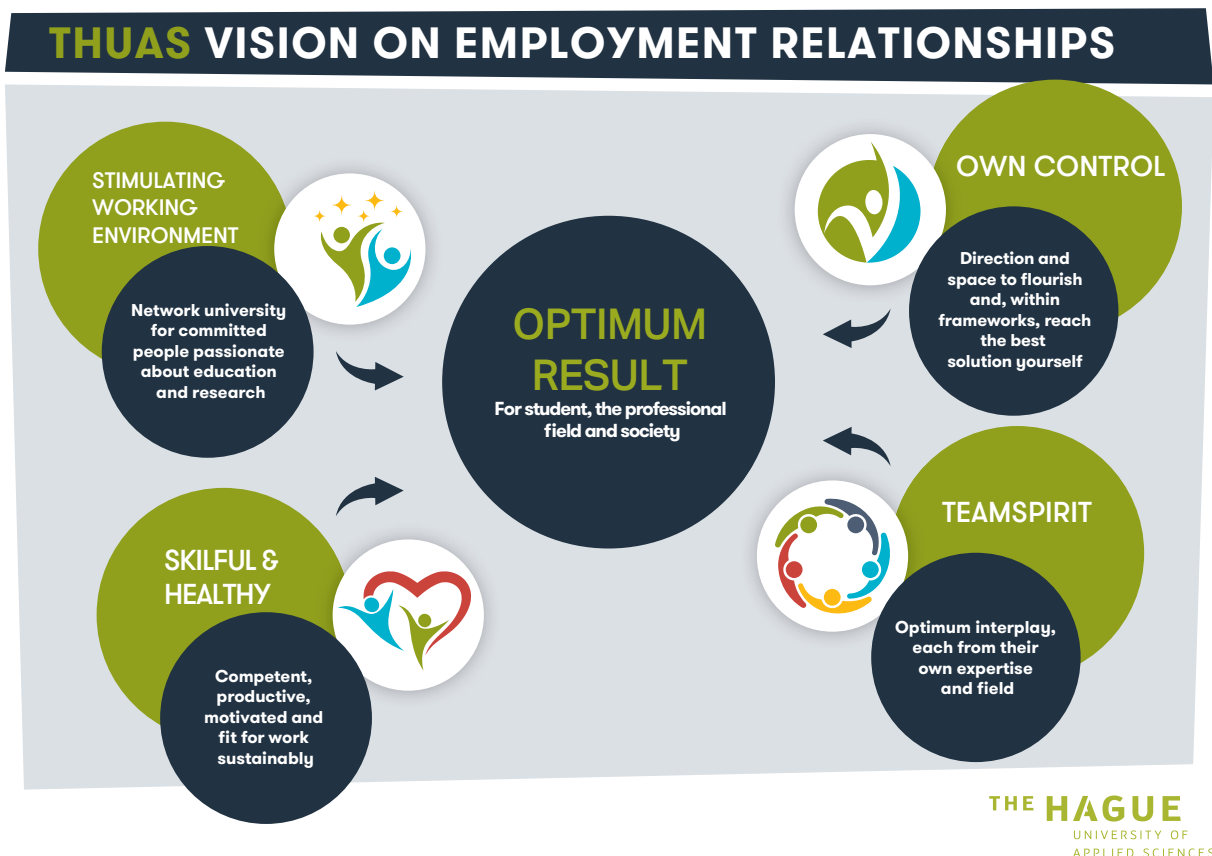
5.1 Vision on employership and employeeship

The Hague University of Applied Sciences requires its staff to have specific knowledge and skills when it comes to the principles we want to impart to our students. This appeals to their capacity to connect as individuals, in teams and in relation to the outside world, to achieve optimal results for students, the professional field and society. In 2022, joint efforts continued to create an open and professional culture. We focus on strengthening (educational) leadership, on strengthening team development towards result responsibility as well as on the professionalisation of all employees.

To support and add significance to this, the processes around the interview cycle (conducting the development interview and divergent assessments) were digitised at the start of 2022. Within The Hague University of Applied Sciences, we base our work on a university-wide vision on employership and employeeship. Within that framework, we develop activities and projects, often touching on multiple perspectives of that vision. In the sections below, we detail the progress achieved from the perspective most closely associated with a specific theme.

5.1.1 Stimulating working environment

'A networking university of applied sciences for inspired people with a heart for education and research.'



Diversity and Inclusion

It is a fact that diversity is part of our society and also of THUAS as a mini-society. Strengthening an inclusive school culture in which diversity and inclusion are seen and used as an enrichment requires a consistent and integrated approach. Embedding and normalising diversity and inclusion in our university of applied sciences (source: Charter Diversiteit, 2018) requires coordination and direction from a central place within the university. The Diversity & Inclusion Task Force, set up in 2019, transferred its work to the Inclusion Office in July 2022. This has created a structural embedding of activities from the task force. The Hague University of Applied Sciences invests in attracting talented young teachers from diverse backgrounds by offering traineeships. The trainees follow a training programme and start working in education. After the programme, they move on to a regular teaching position. Meanwhile, two trainee groups have started in 2020 and 2021 respectively. The first group of seventeen trainees already held a master's degree. The second group started with thirteen trainees with bachelor degrees, eight of these trainees are alumni. The master's degree programme is part of the curriculum of the second group. In the autumn of 2022, recruitment and selection took place for a third trainee pool.

An inclusive learning and working climate also means that The Hague University of Applied Sciences offers opportunities to people with a distance to the labour market (i.e. 'participants'). A total of 48 employees from the 'participation' target group worked at THUAS in December 2022. Of these, 44 per cent have permanent positions. The target for 2022 was 39 FTEs, of which 36 FTEs have been achieved. We are committed to further increasing this number (target 2023: 74 participants, 47.4 FTE).

Labour market communication

The Hague University of Applied Sciences aims to position itself in the labour market as a strong employer brand, with the aim of attracting, binding and retaining the right employees and a diversity of employees. For this reason, a university-wide awareness campaign was therefore launched in the summer of 2022 to market THUAS as a preferred employer. The campaign message consisted of arguments from current employees of THUAS, while also prioritising a diverse and inclusive reflection of our university.



Employee satisfaction increased

Within THUAS, we value the well-being of our employees and strive for employees to work here with pleasure and pride. A welfare survey of employees was conducted in early 2022 in order to learn how employees are doing. The results confirmed that continued attention is required for issues like workload, social safety/inappropriate behaviour and hybrid working. The results were also used as input for the hazard identification and risk assessment. In the autumn of 2022, a survey of our employees' perception of their work was carried out by means of 'Het Kompas' (The Compass). This survey is carried out once every two years. The penultimate major employee survey took place in October 2020. Employees are more satisfied than two years ago, a score of 7.3 compared to 7.0 in 2020. The workload decreased slightly compared to the welfare survey. The concerns of the employee experience survey 'Het Kompas 2022' are largely in line with the welfare survey conducted earlier in 2022, namely:

- physical and social security;
- workload;
- attractive employer that you want to work for and keep working for;
- cooperation and connection between education programme and research programme;
- communication between employees and management.
- Managers discuss the results within the department, service or faculty and have taken follow-up steps based on the results.

5.1.2 Own control

'Direction and space to flourish and come up with the best solutions within the frameworks yourself'

Leadership development

The 'Leadership Development' programme line continued its development in 2022 and aims to strengthen the quality of leadership within The Hague University of Applied Sciences and increase its agility as a learning organisation. This for instance concerns the joint implementation of the employership of the university of applied sciences. The programme supports managers in enabling employees to adapt to changing circumstances and contribute to achieving the ambitions of the university of applied sciences. The basis of the programme consists of the onboarding programme for new managers and the collective leadership programme in the form of leadership conferences. In 2022, these conferences focused on innovation at the intersection of education, research and environment, THUAS as an employer of the future and the new strategic plan for 2023 to 2028. In addition, five supervised peer review groups were launched. This programme worked on strengthening individual and collective leadership.

THUAS Dialogue

The THUAS Dialogue, which anchors discussions on development, performance and assessment, is the THUAS interview cycle. In addition, The THUAS Dialogue supports the development towards and working in teams that are responsible for results. This cycle was introduced in September 2020. The annual career development interview is central to this cycle. The digitisation of the process underlying The THUAS Dialogue will be completed and introduced into the organisation by February 2022.

5.1.3 Skilled and vital

'Being and staying competent, productive, motivated and fit at work'

Professionalisation

The university-wide professionalisation plan 2021-2022 includes programme lines for education, research and support as well as offering development and career opportunities to teachers and other staff members. Apart from the regular professionalisation issues, the year under review saw additional focus on:

- the professionalisation of employees;
- teacher professionalisation.

Professionalisation of employees

'Learning is very important to The Hague University of Applied Sciences. Not only do we guide our students' learning every day, we also want all employees to be able to develop themselves. Teacher professionalisation is obviously a big part of this, but the learning of managers, staff members and support staff is also very important. This means that learning and development is something we are all jointly responsible for and which concerns the entire university of applied sciences.'

From: 'Employee learning and development 2022 - 2025'

The Hague Centre for Teaching & Learning (HCTL) is the part of the HRM Service that deals with the learning and development of employees of The Hague University of Applied Sciences. In 2022, the vision and strategy 'Employee Learning and Development 2022 - 2025' was developed, for the next four years.

Teacher professionalisation

The core of teacher professionalisation within HRM consists of a number of programmes offered to teachers by the HCTL. These mainly consist of certified courses aimed at teacher qualifications at various levels. Key performance indicators are attached to the Basic Didactic Competence (BDC) and the Basic Examination Qualification (BEQ), following national agreements. In addition, the HCTL develops specific learning activities which are in line with the educational vision of The Hague University of Applied Sciences. In 2022, the trend has continued to work more and more programmatically and offer the degree programmes as tailor-made.

Basic Didactic Competence

At the end of 2022, 75 per cent of the permanent teachers (scales 11, 12, 13) had the Basic Didactic Competence (BDC) qualification. Compared to 2021 (75 per cent), the percentage of teachers with this Basic Didactic Competence has remained the same. By 2022, 90 teachers will have obtained their Basic Didactic Competence at the HCTL.

Senior Teacher Competence (STC)

Since academic year 2018-2019, HCTL offered a programme for experienced teachers. This programme covers 12 days, during which participants work on an assignment aimed at innovation/improvement in their own degree programme. In academic year 2021-2022, seven teachers received the Senior Teacher Competence certificate.

Examination Qualification

At the end of 2022, 77 per cent of the permanent teachers (scales 11, 12, 13) had the Basic Examination Qualification (BEQ). This is 3 per cent lower than the Key Performance Indicator for the Basic Examination Qualification which is set at 80 per cent. Compared to the end of 2021 (70 per cent), there is an increase of almost 7 per cent. Teachers from, for example, test committees and curriculum committees can participate in the Senior Qualification Examination. In 2022, 103 teachers passed the Senior Qualification Examination at the HCTL.

Criterion-Oriented Interviews training (formerly the basic assessor training)

Since the end of 2021, the HCTL is offering basic training to train teachers in conducting criterion-oriented interviews. Meanwhile, 33 teachers have participated in the Criterion-Oriented Interviews training.

Training in Assessing Professional Products and Providing Feedback

Since November 2022, the HCTL has been providing basic training to support teachers in assessing professional products and providing effective feedback according to the didactic coaching method. This training is just starting to develop and has had twelve participants.

THUAS Teacher Competence

By 2022, 24 trainees have completed the THUAS Teacher Competence variant 'Het coachen & begeleiden van studenten' ('Coaching & mentoring students'). As part of the university-wide theme of inclusion and diversity, training on deep democracy was started during the year under review. Meanwhile, four groups with a total of 24 teachers have attended this training.

Examination Board Course (EBC)

Members of examination boards must take the Examination Board Course. Seven new examination board members were certified in the 2021-2022 academic year.

Commitment to professionalisation

In the collective bargaining agreement for Higher Professional Education, it has been agreed that the employer shall spend at least 6 per cent of the totalised annual income on professionalisation, annually. Of this, half (3 per cent) is spent on a basic entitlement in hours, the remainder on out-of-pocket costs and replacement costs for professionalisation. Travel costs for professionalisation were not monitored separately in 2022 and are not included in the overview below.

The opposite table shows the percentage of out-of-pocket costs and replacement costs spent in 2022 on professionalisation within the university as a whole, compared to totalised annual income. The costs relate to tracks for teacher professionalisation, team development and subject-related training relating to the profession. We see underspending of 0.3 per cent for 2022. This is attributable to COVID-19. Staff course costs decreased in 2022. Symposium and conference costs and replacement costs have increased compared to 2021. The group of doctorate candidates increased by 1 FTE.



Professionalisation costs (x € 1,000)				
	2021		2022	
	Cost in €	% relative to totalised annual income	Cost in €	% relative to totalised annual income
Staff training costs*	2890		2656	
Symposium and conference costs	177		340	
Professional literature/subscriptions	157		154	
Replacement costs	125		185	
Subtotal	3,349	2.6%	3,335	2.4%
PhD students	234		318	
Total	3,583	2.8%	3,653	2.7%
Totalised annual income	126,948		137,378	

*Including framework agreements

Vitality and well-being

The Hague University of Applied Sciences is committed to reducing work pressure and increasing job satisfaction. Job satisfaction coaches have been deployed and events organised, such as the university-wide 'Week van het werkgeluk' ('Week of Happiness at Work'). The reassessment of the work pressure approach (adopted in 2021) was started in late 2022 and will be further developed in 2023. The focus on vitality and well-being helps increase the long-term employability of employees, so that they are and stay motivated and fit at work. The Hague University of Applied Sciences offers several opportunities for employees to receive support. In 2022, interventions offered in this context included a coaching interview, workshops on the balance between work and private life and on nutritional advice. In addition, task load/a fitting allocation of tasks is a recurring topic of conversation between employee and supervisor.

The Health Interventions

This year, over a thousand employees have used the company health package (Livvit). Common interventions used in 2022 were: psychological care, occupational physiotherapists, workplace instruction, occupational health screening and occupational social work.

Hazard identification and risk assessment

Zestor has developed an industry-specific hazard identification and risk assessment, which enables universities of applied sciences to draw up - and keep up to date with - a legally required hazard identification and risk assessment report and accompanying action plan. The Hague University of Applied Sciences has decided to join the industry-wide hazard identification and risk assessment. In collaboration with the HRM Service, faculties and services have started answering the questions asked for the hazard identification and risk assessment in the digital Occupational Health and Safety Management System (OHSMS) tool. For a number of faculties and services, this has already resulted in a plan of approach setting out the actions to be implemented. According to schedule, by the end of the first quarter of 2023, all faculties and services will have a plan of action, setting out the actions to be taken. After that, the university-wide plan of action can be drawn up.

Sickness absence and working conditions service

In 2022, university-wide sickness absenteeism rose slightly to 5.0 per cent (this was 4.7 per cent in 2021). This is equal to the national average (5.0 per cent). Sickness absence frequency also increased from 0.55 in 2021 to 0.91 in 2022. This was mainly due to returning to work at the university, COVID-19 and an increased cases of influenza.

During the past three years, The Hague University of Applied Sciences has made the transition from the medical model to model of self-control. This is based on the view that managing absenteeism and employability requires control from employee and manager, with having the right conversation being the basis for remaining employable on the long term.

A new occupational health and safety service provider was selected in 2022, who started working as of December 2022. It concerns the occupational health service provider *'the new practitioner'*.

5.1.4 Team spirit

'Optimal interaction, each with their own expertise and competence'

Team development

The Hague University of Applied Sciences regards teams responsible for results as the key to achieving good education and research and a strong culture of quality and a professional learning climate. A professional at The Hague University of Applied Sciences never works solo, but always forms part of one or more teams, in which the employee is responsible for certain results. The THUAS Dialogue aligns with the vision that working in teams is the foundation. In doing so, The Hague University of Applied Sciences encourages dialogue on performance and team development. In 2022, recommendations were developed based on the university-wide research conducted on working in teams responsible for results. Related actions included: training managers (workshops and during the leadership conference), learning network meetings and continuing the use of internal team coaches.

5.2 Work force development

Current work force structure

The teaching staff has increased by 34 FTEs in 2022. The total amounted to 1,357 FTEs at the end of 2022, including participants. Support staff grew by 28 FTEs, bringing the total to 711 FTEs by the end of 2022, including participants. The increase of the budgeted work force compared to last year is explained in Chapter 10.

Work force development			
	2021	2022	% growth compared to previous year
Number of employees*	2609	2675	2.5%
Teaching Staff	1812	1844	
ESS	797	831	
Number of FTE*	2006	2068	3.1%
TS	1323	1357	
ESS	683	711	
TS/ESS in FTE	66/34	66/34	
Average age	43	43	

*including participants and excluding the Executive Board.

Inflow and outflow

In 2022, a total of 647 (25 per cent) employees joined The Hague University of Applied Sciences and 582 (22 per cent) employees left. Most employees leave at their own request or because of the expiry of their contracts. There is more turnover among teaching staff than support staff. Inflow and outflow in the year under review were partly due to

- the temporary funds from the NPO;
- the tightening labour market, which also led to more employees changing jobs at The Hague University of Applied Sciences;
- The deployment of student assistants: inflow 293 (12 per cent) and outflow 274 in numbers (11 per cent).

In 2023, parts of the exit interview will be further specified to provide more data on reasons for leaving at own request.

Xnet

XNet is a network founded for and by former employees of The Hague University of Applied Sciences. The network has now existed for five years. Former employees are informed of developments within THUAS through a newsletter sent periodically. This keeps them involved in THUAS. XNet participants also organise their own activities and join university events such as the opening of the academic year. Meanwhile, the number of participants has increased to 200 in 2022.

Guiding ex-employees towards new jobs

Employers in the government and education sector are eigenrisicodrager (ERD; compulsorily self-insured) for the Werkloosheidswet (WW; Unemployment Insurance Act). The costs involved in being self-insured are substantial; this applies for THUAS as well. A WW case manager from The Hague University of Applied Sciences guides former employees in their search for new employment. This guidance has a positive effect on how long they depend on the WW and the relating unemployment benefit costs. Most ex-employees also find this guidance very pleasant.

The year 2022 saw a tightening labour market. Employees whose employment ends in 2023 were already guided to new employment in 2022. This preventative guidance combined with the tightness of the labour market ensured that many ex-employees did not have to rely on the WW in 2022. In the past three years, around 25 former employees received this preventative guidance, with successful results. They found a job before having to apply for unemployment benefits under the WW.

The total ERD WW benefit expenditure was € 945,937 in 2022. In 2021, this was € 1,159,574. Compared to 2021, this is a saving of € 213,638. The savings are realised due to a combination of good guidance and an excellent labour market.

Compulsory self-insuranceship

Compulsory self-insuranceship based on the Werkhervatting Gedeeltelijk Arbeidsgeschikten (WGA; Return to Work Regulations), the Ziektewet (ZW; Health Care Act) and the Werkloosheidswet (WW; Unemployment Act) are unchanged compared to previous years. The current Wet deregulerend arbeidsrelaties (DBA; Employment Relationship (Deregulations) Act) also remains observed.

5.3 Employment conditions

2022 saw increasing demand for hybrid working. On the employment side, this demand for hybrid working has increasingly taken shape. The home working allowance and the commuting allowance have both remained the same as in 2021. In 2022, The Hague University of Applied Sciences developed a new sustainable green travel allowance scheme with a start date of 1 January 2023. This encourages employees to choose a cleaner and healthier way of travelling. The more sustainable the trip, the greater the contribution of the university.

In February 2022, salaries were increased by 2 per cent in line with the CAO-HBO (collective bargaining agreement for higher professional education). In addition, with effect from June 2022, employees received a 4 per cent salary increase and a one-off payment of € 600 gross for full-time employment. The others received this one-off payment in an amount in proportion to their employment.

In accordance with the THUAS remuneration policy, eleven employees received a labour market allowance. This allowance is granted only if labour market considerations make it impossible or difficult to fill the position without this allowance.

Contract types

In consultation with the participation bodies, agreements were made 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 self-employed employees (SEE). The target based on employee expenses for 2021 was (80 per cent permanent staff and 20 per cent temporary staff).

In the year under review, we arrived at 74/26 per cent. The share of flexible employment consists mainly - 59 per cent - of salaried employees (SE) with the university and 41 per cent SEE. SEE charges amount to € 20.4 million in 2022. Compared to the previous year, the percentage of temporary staff increased from 25 to 26 per cent and the percentage of permanent staff fell from 75 to 74 per cent. The use of temporary funds (NPO and the COVID employment 'coronabanen' grant) has resulted in more fixed-term contracts being signed.

The Hague University of Applied Sciences 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 x and maximally y hours per month).

Organisational development

Centred of expertise evaluation:

In 2022, the evaluation of the centres of expertise was completed. The aim of this study was to ascertain whether the chosen substantive format, (organisational) structure and regulations for the centres of expertise are efficient, effective and fit-for-the-future, and to suggest measures to facilitate and accelerate the process of further development of the centres of expertise. Based on the outcomes, a start was made in 2022 (with a run-through to 2023) to further detail the recommendations on the strategic knowledge agenda, the connection between education and research, strategic HRM policies and the support needed for robust centres of expertise.

Global Governance centre of expertise

In May 2022, a recommendation on the future sustainability of the Global Governance centre of expertise concluded that the research taking place within this centre of expertise is of value, but that the centre of expertise as such is not future-proof. A reorganisation plan has been drawn up, which includes that a suitable solution will be sought for these employees. They were redeployed before the official closure on 1 January 2023.

EPT and Lighthouse

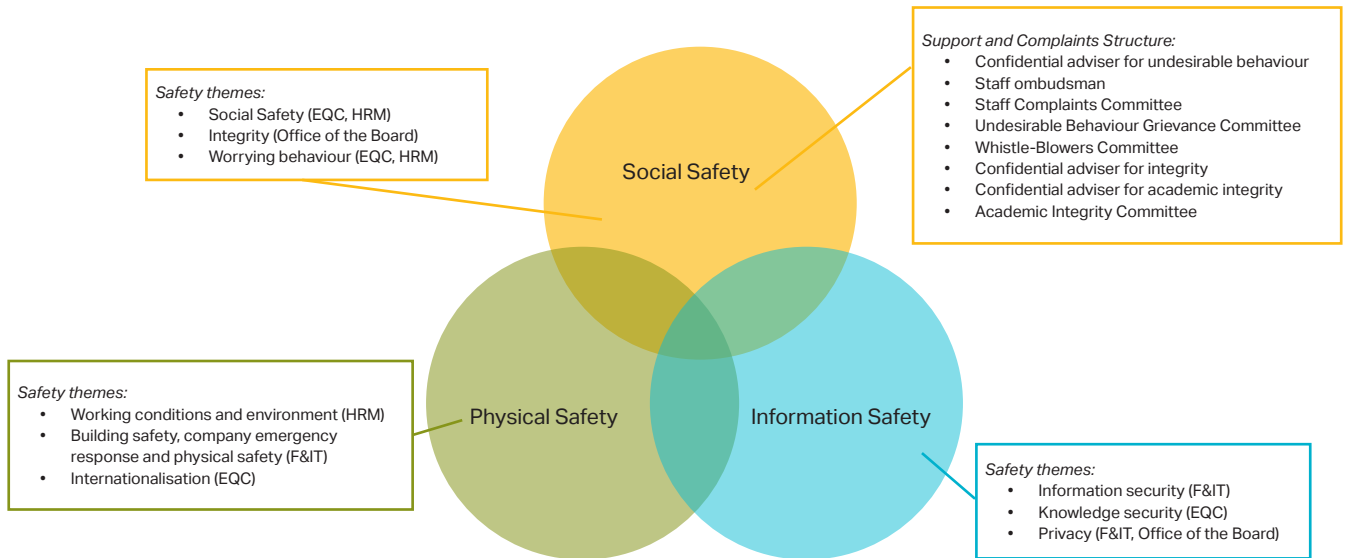
For the proper management and also of certain chain processes, it was decided to transfer two teams to another service and unit. These are the Educational Planning Team (EPT) and The Lighthouse & Events Team. It was proposed to house the Educational Planning Team in the newly created Educational Logistics Unit at the Education, Knowledge & Communication Service (EKC) and to house The Lighthouse & Events Team in the Marketing & Communication Unit of the Education, Knowledge & Communication Service. Decisions on this and the implementation thereof will take place in the first quarter of 2023.

Chapter 6

Safety and help and complaints structure



In the recent years, several sections in the annual report contained information on various safety themes concerning integral safety and on parts of the help and complaints structure. From 2022, these topics are collectively included in this chapter. This is also in line with the Ministry of Education, Culture and Science's need to report in the annual report on topics such as social safety, knowledge safety and cyber security as discussed in the Bestuursakkoord (Administrative Agreement). The report is divided along three main themes: social safety, information security and physical safety. The diagram below shows the division as applied.



6.1. Integral safety

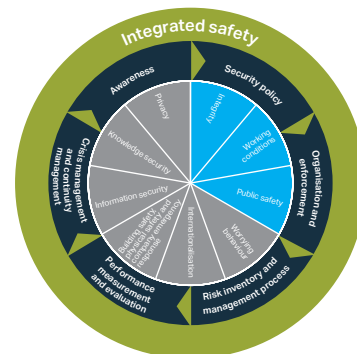


The ambition of THUAS is to work towards at least maturity level 3 for both integral safety and all underlying themes. From the national Risico- en Dreigingsbeeld 2021 (Risk and Threat Assessment 2021), an institutional picture (baseline measurement) was made which showed that THUAS still has steps to take to achieve this maturity level. In 2022, contributions were mainly made to the development of knowledge security, information security, public safety, the further professionalisation of crisis management and the handling of increasingly complex casuistry at the Security Reporting & Advice Point.

6.2. Public safety

The Hague University of Applied Sciences aims to be a place where everyone feels welcome, safe and valued. A safe and inclusive learning and working environment, where everyone can freely express and develop themselves. Social safety is the extent to which students and staff feel protected and are actually protected from social insecurity caused by human behaviour and/or actions.

In 2022, attention on transgressive behaviour was high as several abuses were disclosed in the media. These included reports around (sexual) harassment, discrimination, bullying and aggression. Nationwide, there was a significant increase with regard to the number of reports surrounding undesirable behaviour to confidential counsellors (Landelijke Vereniging van Vertrouwenspersonen (National Association of Confidential Counsellors), 2022). The government proceeded to install a



government commissioner dealing with sexual transgressive behaviour and sexual violence. THUAS signed Amnesty International's 'Let's talk about yes!' manifesto. In this action plan, we describe what THUAS is doing to combat sexual violence and transgressive behaviour.

Within THUAS, students and employees can turn to the various bodies of the aid and complaints structure (such as confidential counsellors, ombuds officer). Managers can contact the Safety Reporting & Advice Point for support. In 2022, the number of registered reports was as follows:

Reports to:	2022	2021
Confidential Advisor on Undesirable Behaviour (CAUB) - students	68	56
Confidential Advisor on Undesirable Behaviour (CAUB) - employees	145	86
Staff ombuds officer	6*	7*
Staff complaints committee	5	4
Complaints committee on undesirable behaviour	3	1
Reports to the Safety Reporting & Advice Point(SRAP)	63	29

* Reports with the ombuds officers are lower due to limited availability of figures.

The increase in the number of reports shows that more staff and students dare to raise the issue of undesirable behaviour. At the same time, a group of staff and students still does not yet dare to take this step, as they find that raising undesirable behaviour is still too difficult. The envisaged open culture with an accessible complaints structure, where reports around undesirable behaviour are not perceived as threatening but rather as enriching, is not yet felt and visible throughout the university of applied sciences. Points of attention remain: lowering this threshold, the familiarity with and findability of the help and complaints structure, reducing the reluctance of managers and/or study career coaches to act, and the prevention of undesirable behaviour.

Both the employee experience survey 'Het Kompas' (October 2022) and the employee well-being survey (February 2022) show that the percentages of employees experiencing undesirable behaviour are higher than in the benchmark of universities of applied sciences*. These data are not available to students. Nationally, the Integraal Veilig Hoger Onderwijs (Integrally Safe Higher Education) platform is working on a Social Safety Monitor (pilot), which will measure social safety among students and staff in the future. THUAS has joined the development of this monitor.

Integrity

Integrity is an important quality characteristic of The Hague University of Applied Sciences. It presupposes a shared sense of ethics and clarity about our actions towards students, staff and the outside world. A renewed integrity code was adopted in July 2022. From different sections in the university highlighted that there was a need to detail the code so that it provides more guidance in identifying integrity risks and in making decisions when integrity dilemmas arise. Should something go wrong in terms of integrity, there are various bodies where this can be reported.

The number of registered reports in 2022:

	2022	2021
Confidential adviser on integrity	7	2
Whistleblower Committee	2	2
Confidential adviser on scientific integrity	0	0
Scientific Integrity Committee	0	0

Since 2022, the duties of the confidential adviser on integrity had internally been placed with the CAUB. Reports mainly related to privacy and data protection and failure to handle THUAS resources with care. These reports were forwarded to the relevant responsible parties by the persons reporting.

* The benchmark consists of the bundled scores of eight universities of applied sciences, including three universities of applied sciences from the Randstad region.

In 2022, an anonymous report was finalised, which had been submitted to the whistleblower committee in 2021. The person reporting, confidential adviser and whistleblower committee have found that even anonymously forwarded cases can be handled well. The whistleblower committee received two reports and issued two opinions to the Executive Board in 2022. THUAS received no reports on the topic of scientific integrity. This is comparable to other large universities of applied sciences, where the number of reports is also very low. The reason for this is unknown.

6.3. Information security, privacy and knowledge security

The themes of information security, privacy and knowledge security - even though discussed separately below - are closely linked. The level of information security affects, for example, the risk of data breaches or leaking non-public knowledge.

Information security

Despite all the actions defined by THUAS with respect to information security within the FIT programme, 2022 was a year of relatively little progress. Due to tightness in the labour market, there was a lack of capacity in the area of information security (CISO, ISO) and related positions (such as IT Security Lead). As a result, there was no proper foundation to grow to a higher maturity level. In 2021, the Ministry of Education Culture and Science/VH/SURF expressed, nationwide, their intention to achieve maturity level 3 by 2024. This intention is under pressure.



In 2022, progress was made in connecting THUAS to the SURF/SOC, which allows external monitoring and analysis of security messages in network traffic. THUAS receives notifications therefrom and responds. The rollout of multi-factor authentication (MFA) has also been prepared. The IT crisis team has made progress through training, exercises and planning.

Privacy

Privacy governance

The initiated development of privacy governance has taken more shape over the past year. A second privacy officer has been appointed and the support role of the privacy partner for each organisational unit has been further detailed. This created a basis for decentralised development in terms of privacy awareness and the demonstration by the director of GDPR compliance.

Also in 2022, the privacy statement of The Hague University of Applied Sciences was revised so that students and staff of and visitors to our institution are informed in an accessible way about the purpose and legality of the use of personal data.

Privacy awareness

In 2022, the focus was on raising awareness. Through the manager, employees were challenged to participate in privacy and information security e-learning modules. Through custom-made cases, employees' privacy awareness was tested and they could participate in a team challenge with their team.

During the annual THiNK FeST, a privacy quiz was also organised for both staff and students.

Privacy incidents

The better people know what information security and privacy-conscious working means, the better employees will be able to recognise and then report an incident or breach of this security. The increase in data breach notifications (50 in 2022 compared to 29 in 2021) at The Hague University of Applied Sciences is therefore regarded as a positive development.

Three cases were reported to the Dutch Data Protection Authority (DPA). Of the remaining data breaches, the analysis² showed that the potential impact on data subjects was minor or negligible and therefore they were not reported to the Dutch DPA.

Knowledge security

Analyses by the Nationaal Coördinator Terrorismebestrijding en Veiligheid (NCTV; National Coordinator for Counterterrorism and Security) and the security services show that the Netherlands has been increasingly facing threats from state actors for some time. Knowledge institutions are also a target in this regard. The central government and the Dutch knowledge sector are working together to raise awareness and resilience among knowledge institutions. On 31 January 2022, the Dutch knowledge sector and the central government jointly published the 'Nationale Leidraad Kennisveiligheid' ('National Guideline on Knowledge Safety') and also opened the Rijksbreed Loket Kennisveiligheid (National Knowledge Safety Desk). Institutions have been asked to implement this guideline, conduct a knowledge safety risk assessment and prepare for an external audit in 2023.

A knowledge security coordinator started in 2022 and information sessions were organised with the management of THUAS, in cooperation with the AIVD (General Intelligence and Security Service). In November, the Executive Board adopted a memorandum on knowledge safety, outlining the results of the risk analysis and measures to be taken by 2023. The implementation of the national guideline on knowledge security is ongoing, taking into account the principle of proportionality and our ambitions with respect to internationalisation and open science. A member of the Executive Board is now the portfolio holder for knowledge safety. The topic has been discussed with the Supervisory Board.

6.4. Physical security

The number of company emergency response (CER) reports are similar to the years before the pandemic. Company emergency responders were deployed 79 times for an incident involving a student or staff member (29 in 2021). There have been two minor industrial accidents (tripping resulting in injury). In 2022, evacuation drills took place again at the main building, Delft campus, DIF Zoetermeer and Sport Campus Zuiderpark. CER staffing remains a challenge due to high staff turnover and working from home after the pandemic.

In 2022, the survey among faculties and services will be completed for the hazard identification and risk assessment. The purpose is to identify hazards at the level of building, faculty and service level. Zestor's industry hazard identification and risk assessment serves as basis for this. In the employee experience survey 'Het Kompas', employees rate 'feeling safe in the buildings' highly (8.3). A point of concern is feelings of insecurity in the evenings at the main building due to nuisance caused by unauthorised persons.

Hundreds of students from THUAS have again gone abroad on exchanges or work placements. In 2022, the pandemic no longer caused restrictions to apply to these stays abroad. There has been one emergency abroad involving students laterally. This concerned the Halloween party in Seoul (October 2022) where some students were present in the crowd but remained unharmed. Foreign students from most countries were also allowed to travel out to the Netherlands again. Due to housing issues, not everyone came.

The war in Ukraine has caused tensions between (individual) students at various times. After the Russian invasion, several sessions were organised to facilitate dialogue between students from the countries involved.



² By the privacy officer, data protection officer, chief information security officer and information security officer.



Chapter 7

Participation



In 2022, the participation bodies of The Hague University of Applied Sciences consisted of the University Council, services council, centre of expertise council, faculty councils and programme committees. A total of about 260 staff members and students formed part of the participation bodies.

A declining interest in participatory activities in higher professional education has been observed nationwide. To understand the impact of this trend within THUAS, a study was launched in 2022. This study involved key questions such as: what hinders students and staff from putting themselves forward as candidates and what motivates active members to actively participate? The registry, University Council, Global citizenship research group and THUAS are working together to find and analyse the answers to these questions so that they can be followed up in 2023.

Participation elections

The annual participation elections took place in May 2022. Like the nomination of candidates, voting took place online. Organisationally and technically, the election process was carried out without any problems. The results were announced on 14 June 2022. Turnout was 5.7 per cent and after the elections, 31 student seats and 41 staff seats remained vacant (see Appendix 2). In its evaluation report, the election committee gave a careful account of the proceedings and also formulated a number of concerns for the 2023 elections.

A candidate recruitment campaign was developed in 2022 with the help of communication experts. Although the implementation did not quite live up to its promise due to capacity constraints, there is a good concept in place that we will roll out further in 2023.

Start-up conferences

Immediately after the elections, decentralised kick-off conferences were organised for the entire participation and control community. This was the time for the new members to get acquainted, exchange knowledge among themselves and make agreements relating to cooperation. Overall, these informative meetings were well received as a start-up to good cooperation. In 2023, these kick-off conferences will be rescheduled after some adjustments in the programme.

Professionalisation of participation

The comprehensive expertise programme is designed to strengthen participation members personally and ensure they are well-prepared for discussions with the board and management. A lot of input was collected in 2021. This has been incorporated into the updated 2022 range.

Through e-learning, members are informed about how to operate in general. They are then briefed on how things work in the council or committee they will join. During the Participation Introduction training, part of the (de)central start-up conferences, the focus is on tasks, responsibilities, powers and rights with respect to participation.

During the Deepening Participation Knowledge training, participants are given the space to put their theoretical knowledge from the introductory training into practice. Under the guidance of an experienced trainer, experiences are exchanged, both on content and on processes and cooperation. This training will be scheduled later in the academic year to allow sufficient time to first gain some experience that can be used in the training to deepen knowledge.

Separate training is offered to all chairmen and secretaries. In three consecutive sessions, they learn how to professionally prepare a meeting and lead it effectively and in an enjoyable way. Theoretical and practical exercises alternate.

Every year, the participation year begins with the budget cycle. Therefore, to enhance financial understanding, the Business & Control Service gives a technical introductory briefing on the budget cycle and the financial processes of The Hague University of Applied Sciences. In the second session, techniques are applied to understand documents and read them fluently. Finally, a third (practical) session focuses on the budget of the participation body, with plenty of room for questions and experience sharing.

Faculties can also request a Deepening Participation Knowledge - Control session with a current file.

The faculty council and degree programme committees can then work on a file of their own choosing together with the faculty director and programme managers under the guidance of an experienced trainer. In 2022, the Faculty of Social Work & Education (SWE) made use of this option. This resulted in a successful session on the EER file.

External partners are involved for the training courses. The expertise of colleagues is also used to shape the programme. The office asked participating staff and students to share their experiences on the content and logistics of the training sessions. The reviews were generally positive and participants thought the training was instructive and inspiring. The number of participants is not high. This appears to be caused by time and the mode of information and approach.

7.1 Unniversity Council

The University Council started off with sixteen members. Ten of these members were also council members in the previous year. For a good start of the cooperation and introduction, a two-day kick-off conference was organised for the second time for the University Council and the Executive Board immediately after the summer holidays. The programme included informal introductions, learning about each other's motivations, the structure of the decision-making cycle and basic training. This was a promising start of the cooperation between the new University Council and the Executive Board.

Below, we explain some of the key proposed decisions of the Executive Board, which the University Council considered in 2022.

Framework letter and budget 2023

The annual framework letter prepared by the Executive Board lays the basis for the faculties' and services' budgets and annual plans for 2023. Several sessions and training courses were offered to HR members in 2022, providing them the opportunity to learn about the subject matter in depth. The University Council was involved in a timely manner and expressed positive views on the process by which the framework letter was produced. The board stressed the need for joint monitoring of the agreements made. This advice was incorporated in an addendum to the framework letter. After all questions were answered by the board and after the Executive Board had agreed to include the supplied addendum in the framework letter and to make editorial adjustments based on the earlier input, the University Council approved of the framework letter in the last consultation meeting before the summer.

Also, in the process of arriving at a university budget, the approach was to involve the University Council at an early stage. To complete the decision-making on the budget of the university of applied science before the Christmas recess, in recent years, two consultation meetings have each time been scheduled in December. Recent years have shown that both moments are needed. After the first meeting, the University Council felt that concerns about workload and execution power had not yet been sufficiently addressed to issue a positive opinion. Therefore, the conversation continued in the second consultation meeting. Following the board's commitment to monitor the progress of the agreements on the themes of workload, executive power and flexibility in the committees and also decentrally during the interim, the University Council advised positively on the university budget before the Christmas recess.

Strategic plan 2023-2028

At the annual 'stranddag' ('beach day') in March, the University Council and the Executive Board discussed the strategic plan in addition to the governance agenda. HR explicitly asked for attention to be paid to its concerns about the extent to which the strategic plan resonates with degree programme teams and services, the feasibility of implementing all ambitions and the question whether the input collected is sufficiently diverse. After the last update on the institution's plan, HR indicated that they think it is a clear and beautiful plan with (many) big ambitions. It was agreed to state that the University Council will use its right to be consulted and its right to give consent to guide implementation. Particular attention will be paid to the workload of staff, how research is integrated, the alignment of processes in the organisation, the quality assurance of education and the interim impact of the plan in general.

Binding study advice (BSA)

The University Council discussed with the Executive Board the process followed regarding the binding study advice. The board indicated that decision-making involves not only internal but also external factors. In the end, the council conveyed to the board that it is not only important to improve the policy with respect to study career coaching and to maintain the quality of the degree programmes, but that the student journey is important too. For this, the degree programme teams should be given the time and space to consult each other and set out a qualitative vision.

In the modified 'aanpassing studievoortgangsnorm (BSA) studiejaar 2021-2022 (herzien)' ('adjustment of the study progress standard (BSA) academic year 2021-2022 (revised)') motion, the University Council gave its consent - subject to conditions - relating to:

- the method of counselling students for catching up with incurred delays;
- seeing the spending targets of NPO funds at the level of degree programmes in periodic reporting;
- the quality of guidance provided to students. To maintain and ensure these are kept at an acceptable level, there should be a multi-year plan of study career guidance after the ceasing of NPO funds;
- instituting investigations into the process surrounding decision-making relating to the BSA.

Model EER 2023-2024

A delegation from the University Council participates in a working group to improve the EER as agreed. The University Council approved the EER 2023-2024 model. The council was keen to include the facilitation of students active in the participation bodies. The Executive Board has pledged to remind faculties after the elections, even apart from the agreements in the EER, of their responsibility to adequately facilitate students in the participation process so that they can perform their duties properly. The request was prompted by a memorandum drafted by the student body, as they increasingly have to choose between study activities and participation activities.

Recruitment of new Executive Boardmember

The University Council was involved in the recruitment and appointment of the new director: Arend Hardoff. The procedure around involvement in appointments was further tightened in consultation with the Supervisory Board.

Commuting expenses scheme

The University Council is in favour of encouraging and rewarding travel by public transport and fully reimbursing its costs, in line with the reimbursement schemes of other university of applied sciences. But the University Council could not agree on how this was to be funded. Finally, the council agreed to the commuting expenses scheme, confident that its implementation would respect agreements between the council and the university of applied sciences on:

- tracking increases in tax-free reimbursement;
- handling requests for (medical) exceptions with due care;
- not only limiting the deployed sustainability efforts to commuting costs, but extending them to other fronts such as considering the need for official travel.

Request for advice on the institutional tuition fees section of the 'Regeling collegegelden bekostigde opleidingen De HHs 2023-2024' ('THUAS Regulations on tuition fees for funded degree programmes 2023-2024')

After further discussion, the student section of the University Council advised against the request.

Reorganisation of the Global Governance centre of expertise

The University Council agreed to this reorganisation subject to a commitment from the Executive Board to commission an independent study aimed at evaluating the process that had taken place, supplemented by a resulting recommendation on the work method to be used in future reorganisations.

Cyclical and specific topics

Also discussed in 2022 were the fixed, cyclical topics, such as the university monitor, the participation elections, the professionalisation plan, the student charter, student holidays and compulsory leave days for employees, the annual report of the ombudsman and confidential counsellors, the design and implementation of the hazard identification and risk assessment and the portfolio distribution of the Executive Board. A whole range of specific issues were also discussed, such as inclusivity and discrimination, the administrative response to the evaluation of the 'Back on Track' programme, the approach to the scenarios of the pandemic, the adaptation of the Help and Complaints Structure (HCS) regulations, the multiple-tender process around the occupational health service, the governance and management regulations and associate degree applications. Also, the University Council itself added topics such as workload and the further development of overhead at THUAS. All topics discussed are listed in the newsletter published after each cycle. Minutes of consultation meetings are published on the intranet



Committees

The University Council has three standing committees that prepare the files in terms of content, namely: the Finance (F), Personnel & Organisation (P&O), and Education, Research and Student Affairs (ER&SA) committees.

Supervisory Board

Consultations between the Supervisory Board and the University Council take place twice a year. The Supervisory Board gets informed and seeks input from the members of the University Council on current issues such as financial and organisational topics, the position of The Hague University of Applied Sciences and appointment of officials. In 2022, special attention was paid to participation, in particular elections, the strategic plan, the procedure surrounding the (re) appointment of directors and how the employee participation is involved.

7.2 Advisory committees and degree programme committees

In 2022, faculty councils consulted with their faculty directors and services council consulted with the service directors. The various faculty-specific consultation meetings mainly covered cyclical topics relating to education, personnel and finance. Each decision-making cycle started with the chairmen's meeting in which the day-to-day management of the University Council meets with the chairs of all advisory committees to gather input and share information. The degree programme committees monitor the quality of the programmes in consultation with the programme managers. The Centre of Expertise Council, established in 2021, represents the interests of the various centres of expertise of THUAS and mainly studies the annual plans of the centres of expertise and proposed organisational changes.

Cooperation

Cooperation between sub-councils and directors is very pleasant and respectful in almost all parts. Nevertheless, the advisory committees do note there is some unrest in various parts of the organisation due to high staff turnover and vacancies. They were regularly approached on this matter in 2022. Cooperation between degree programme committees and programme managers is rated as being good by the majority of committees. The limited time available to carefully perform all tasks remains a challenge. Partly caused by understaffing, the hours allocated do not always seem to be sufficient. 2022 also saw discussions about including allocated time for participatory activities at the expense of regular work. Facilitation in the form of administrative and logistical support and knowledge transfer was not always in place. The office will put additional focus towards the above issues in 2023.

Organisational changes sometimes put (time) pressure on the cooperation between degree programme managers and degree programme committees.

Content

Consulting those represented was more often on the agenda in 2022 and, following the example of the University Council, the decentralised participation bodies were encouraged to formulate their own talking points. Among the committees and associated advisory committees, this provides guidance in discussions and in defining positions.

At the decentralised participation bodies, topics on the agenda included the items listed below - in no particular order. The minutes with their contents are available on the intranet.

Education, research & students

- PC and conversion model 2022-2023;
- EER / PC;
- CS;
- (re)development curriculum;
- student welfare (encouraging activities for students);
- student engagement in quality of education;
- overlap cooperation with other degree programmes;
- housing;
- timetabling and study load;
- work pressure/transparent deployment planning;
- NSE;
- connecting to education and research;
- (work placement) discrimination and abuse of power (at work placement/school);
- connection between education and research;
- evaluation centres of expertise.

Finance & organisation

- strategic plan for 2023 to 2028;
- recruitment and selection of directors and managers;
- annual plans and budgets 2023;
- risk management
- management reports;
- language policy;
- intake of students;
- feedback study advance funds;
- diversity and inclusion;
- NPO funds

Staff

- work pressure;
- teams responsible for results;
- holidays and leave;
- marketing and branding;
- labour law issues;
- travel expenses.

Participation in decision-making

- recruiting new members for the degree programme committee within the programme;
- information on participation;
- handle employee complaints and concerns.

In conclusion

Principles pursued by the participation bodies to contribute to the further development of The Hague University of Applied Sciences as a high-quality knowledge institute are: equality, reciprocity and independence.

7.3 Organised Consultation

The Organised Consultation is a consultation between the university of applied sciences and employee organisations at a local level.

The topics for these consultations are laid down in the Collective Labour Agreement for Higher Professional Education.

The University Council is an observer of these consultations.

Employee organisations discuss the items subjects listed on the consultation agenda with the council in advance. It can then advise on the items on the agenda. Organised Consultation took place three times in 2022.

The following topics were discussed:

- annual social report 2021;
- social safety;
- the Decentralised Employment Resources (DER) 2023;
- the 2023 Spending Targets;
- the commuting expenses scheme;
- the work pressure/task load;
- the Werktijdvermindering Senioren-regeling (WS; Working Time Reduction for Seniors Scheme), application of the scheme;
- regulations on-call service;
- organisational change - including the conclusion of the social plan reorganisation of The Hague Graduate School (THGS), the phasing out of the Global Governance centre of expertise (without consequences for staff) and the repositioning of some teams from the Facilities & IT Service to the Education, Knowledge & Communication Service (Education Planning Team and The Lighthouse & Events).

Chapter 8

Governance and management



8.1 Composition and portfolio distribution Executive Board

In 2022, the composition of the Executive Board changed with effect from 1 September due to the departure of Rajash Rawal (member). Until 1 September 2022, the Board consisted of: Dr E.M.(Elisabeth) Minnemann - chairman, Drs H.G.L.M. (Hans) Camps LL.M. - member and Drs R. (Rajash) Rawal - member. As from 1 September, Drs A. (Arend) Hardorff became member of the board.

Portfolio distribution as of 1 January 2022 to 18 January 2022

Dr E.M. (Elisabeth) Minnemann continues Chair Topics	Drs R. (Rajash) Rawal - member Topics	Drs H.G.L.M. (Hans) Camps LL.M. - member Topics
Chairmanship of the Executive Board External relations, including municipalities Communication and marketing Research and valorisation Innovation Strategic plan Institutional Quality Assurance Review HRM policy: leadership Diversity & Inclusion Task force THGS Transition	Education Student affairs and alumni policy Portfolio Quality assurance Internationalisation Diversity	Financial policy Planning & control HRM policy Information Technology Facilities management General Data Protection Regulation (GDPR), including data protection officer (DPO) Ombudsman staff
Faculties	Faculties	Faculties
Faculty of Governance, Law & Security	Faculty of Health, Nutrition & Sport, Faculty of Technology, Innovation & Society, Faculty of IT & Design Faculty of Social Work & Education	Faculty of Business, Finance & Marketing, Faculty of Management & Organisation
Centres of expertise	Centres of expertise	Centres of expertise
Health Innovation (HI CE) Governance of Urban Transitions (GUT CE) Mission Zero (MZ CE)	Global and Inclusive Learning (GIL CE) Global Governance (GG CE)	Cybersecurity (SC CE) Digital Operations and Finance (DOF CE)
Services	Services	Services
Office of the Board (OB)	Education, Knowledge and Communication Service (EKC)	Business Operations & Control Service (B&C) Facility & Information Technology Service (F&IT) Human Resource Management Service (HRM)

Portfolio distribution as of 18 January 2022 to 01 September 2022

Prof Dr A.W.C.A. (Albert) Cornelissen Member*	Drs R. (Rajash) Rawal - member	Drs H.G.L.M. (Hans) Camps LL.M. - member
Topics	Topics	Topics
Chairmanship of the Executive Board External relations Communication and marketing Research and valorisation Innovation Strategic plan Institutional Quality Assurance Review HRM policy: leadership Diversity and Inclusion Internationalisation	Education Student affairs and alumni policy Portfolio Quality assurance Education for professionals (including THGS transition)	Financial policy Planning & control HRM policy Information Technology Facilities management General Data Protection Regulation (GDPR), including data protection officer (DPO) Ombudsman staff
Faculties	Faculties	Faculties
Faculty of Governance, Law & Security (GLS)	Faculty of Health, Nutrition & Sport (HNS), Faculty of Technology, Innovation & Society (TIS), Faculty of IT & Design (ITD) Faculty of Social Work & Education (SWE)	Faculty of Business, Finance & Marketing (BFM), Faculty of Management & Organisation (M&O)
Centres of expertise	Centres of expertise	Centres of expertise
Health Innovation (HI CE) Governance of Urban Transitions (GUT CE) Mission Zero (MZ CE)	Global Governance (GG CE) Cyber security (SC CE)	Digital Operations and Finance (DOF CE) Global and Inclusive Learning (GIL CE)
Services	Services	Services
Office of the Board (OB)	Education, Knowledge and Communication Service (EKC)	Business Operations & Control Service (B&C) Facilities & Information Technology Service (F&IT) Human Resource Management Service (HRM)

Portfolio distribution as of 1 September 2022

Dr E.M. (Elisabeth) Minnemann Chair	Drs A. (Arend) Hardorff member	Drs H.G.L.M. (Hans) Camps LL.M. - member
Topics	Topics	Topics
Chairmanship of the Executive Board External relations Communication and marketing Research and valorisation Professional doctorate; Innovation Strategy/Strategic plan HRM policy: leadership Diversity and inclusion Global strategy and community hub Internationalisation (strategy)	Education Student Affairs Alumni Portfolio Quality assurance Education for professionals Internationalisation (International Office)	Financial policy Planning & control HRM policy Information Technology Facilities management General Data Protection Regulation (GDPR), including data protection officer (DPO) Ombudsman staff
Faculties	Faculties	Faculties
Faculty of Administration, Law & Security	Faculty of Health, Nutrition & Sport (HNS), Faculty of Technology, Innovation & Society (TIS), Faculty of IT & Design (ITD) Faculty of Social Work & Education (SWE)	Faculty of Business, Finance & Marketing, Faculty of Management & Organisation
Centres of expertise	Centres of expertise	Centres of expertise
Health Innovation (HI CE) Governance of Urban Transitions (GUT CE) Cyber security (SC CE)	Global and Inclusive Learning (GIL CE) Global Governance (GG CE)	Cyber security (SC CE) Digital Operations and Finance (DOF CE)
Services	Services	Services
Office of the Board (OB)	Education, Knowledge and Communication Service (OKC)	Business Operations & Control Service (B&C) Facilities & Information Technology Service (F&IT) Human Resource Management Service (HRM)

8.2 Management costs and expenses of the Executive Board (EB)

Cost type	E.M. Minnemann	H. Camps	R. Rawal	A. Hardorff	EB jointly	Total
Representation expenses	€ 3,000	€ 2,400	€ 1,600	€ 887		€ 7,887
Domestic travel expenses	€ 1,210	€ 826	€ 381	€ 3,582		€ 5,998
Non-domestic travel expenses						0
Other expenses	€ 45	€ 1,794			€ 28,209	€ 30,047
Total	€ 4,255	€ 5,019	€ 1,981	€ 4,469	€ 28,209	€ 43,933

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

Representation expenses mainly concern untaxed expense allowances. Domestic travel expenses concern work-related business trips. For Mr Hardorff, these are mainly commuting expenses. Mr Camps incurred professionalisation costs and Ms Minnemann attended a networking meeting; these costs are shown under other expenses. The other expenses under 'EB jointly' relate to the cost of network meetings.

8.3 Going-concern paragraph - Risk management and risk control system

Background and development

The risk management and risk control system of the university of applied sciences is based on the THUAS governance model, which was introduced with the old strategic plan in 2015. The model allows the university of applied sciences to further develop into a value-driven organisation. It thereby shapes the way development, quality and performance are managed.

The Hague University of Applied Sciences aims to balance four governance components necessary for control and innovation:

Soft control instruments:

- interact and connect
- inspiration and values
-

Hard control instruments:

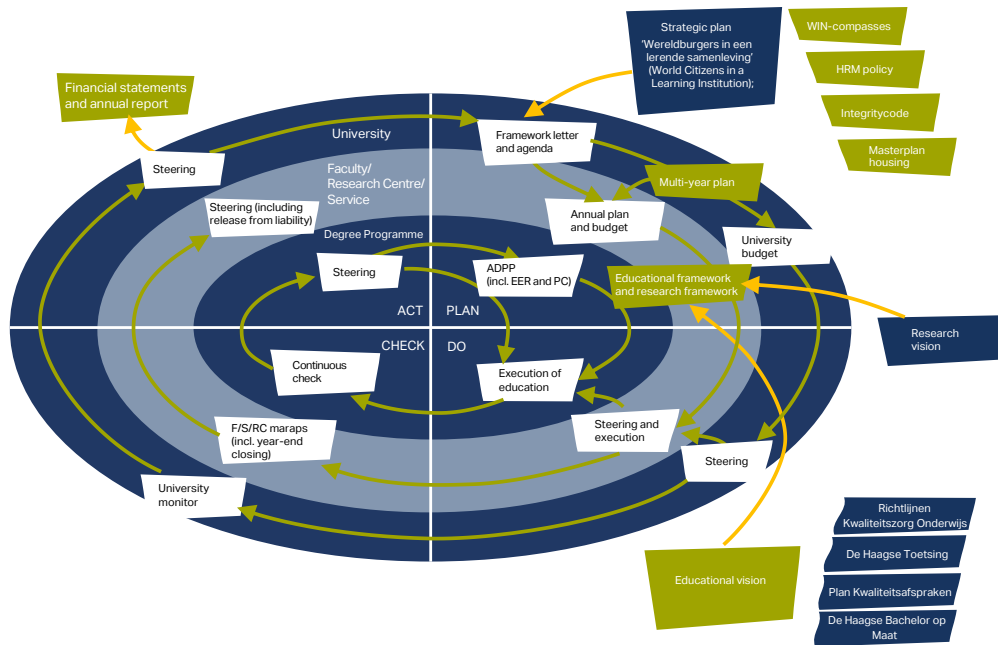
- monitoring and measuring
- boundaries and rules

These control instruments form the basis for the so-called goede gesprek (good conversation) between the Executive Board, faculties and services, as integrated in the planning and control cycle of the university of applied sciences. That conversation takes place in teams between degree programme and unit manager and director *and* between director and Executive Board. The format for management reporting and the interview cycle between the portfolio holder and directors is aimed at supporting the good conversation. Control variables and key figures play a supporting role in this respect and they are not leading.

Embedding in the planning and control cycle

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

Below are the main milestones and key products in the PDCA cycle and the links between the different levels.



PDCA cycle

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 the university of applied sciences in the strategic plan. The framework letter contains the prioritisation and resulting accents for the following year, translated into accents in operations and HRM.

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) in July. Subsequently, the education and examination regulations (EER) is adopted with the programme curriculum (PC). The educational framework and its own programme framework are the starting point. 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 their annual plans comes from the intentions and plans from research groups.

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 multi-year plan for this purpose. Annual plans and budgets are adopted in November, after which they are consolidated into the budget of the university of applied sciences.

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 rounds' (management report rounds): 'marep 1' (spring management report) in April and May, 'marep 2' (autumn management report) in September and October. In the management reports, the managements of faculties, centres of expertise and services (mareps F/D) systematically report on the progress and results of their annual plans divided into the topics of education and research (including progress in implementing the education framework), support (including risk management, operations and compliance), HRM and finance.

The reports of faculties, centres of expertise and services are underpinned by data from various dashboards on education, research, HRM and finance. In this, the directors provide comments from the management perspective. In addition to these, 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 professors about progress and results.

The reporting structure follows the strategy of the university of applied sciences (the structure of the implementation agenda). By opting for an exception reporting model, the report acts not only as an accountability document, but increasingly as a basis for monitoring and communication within the separate faculty and service. 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 in so-called core KPIs on the aforementioned control topics. This approach ensures that the Executive Board maintains visibility of risks, while responsibility remains as low as possible in the organisation.

A university monitor is prepared in May and November. In this monitor, the emphasis is on a concise and more visual representation of progress on the governance agenda and core KPIs at university level. It also refers to underlying theme reports for further in-depth information. The results of the spring management report will be taken into account in the next framework letter and multi-year forecast. The outcomes of the autumn management report are the input for the annual plans and budget for the next calendar year.

Added to the university monitor are the university-wide risks and control measures, as well as the development of core KPIs at university level.

The year-end closing for each faculty and service takes place in the spring, at the first management report round. The financial statements and board report in April render external (financial) account for the past year's results. This serves to formally discharge the directors 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 university monitor and the annual settlement and the board report) are discussed in the internal supervision - the audit committee and the Supervisory Board - and with the participation bodies. This is done through the regular consultation cycle established for this purpose.

Risk appetite, scenario analysis and control measures

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 research acts as the basis for operations within the university. From this positioning, taking unnecessary risks is not desirable. This implies that it should in all cases be possible for any negative impact on financial development from identified risks and on the basis of a scenario analysis to be absorbed using the own buffers or through control measures yet to be taken. 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 (flexible cost shell) and reducing rental costs by terminating external leases.

Risks specific to The Hague University of Applied Sciences

We have identified university-wide risks in drafting the 2022 management reports.

The aftermath of COVID-19 on the 2022 Governance Agenda has been highlighted in the National Education Programme (chapter 4).

In the year 2022, fortunately, there was no more crisis management on this issue. From this programme, there was still plenty of intervention on assistance combating study delays and improving student welfare.

From the reporting on the progress on the 2022 Governance Agenda, we recognise risks in the following areas:

- quality and innovation of education and research;
- well-being of staff and students;
- intake of new students and study delay in COVID cohorts;
- information security and risk management.

Quality and innovation of education and research under pressure

Capacity to support core processes in teaching and research is under pressure in terms of quantity and quality

The university has been able to fill (growth in) teaching and research positions reasonably well in the recent period. This has helped intensify support in education in line with NPO plans.

Overall, it can be said that filling education support positions has proved considerably more difficult. This is not just about absorbing turnover (see also below), but certainly also about specific support functions (e.g. IT specialisations and in specific educational and care support). Market demand for this is high. More specifically, we see that major innovations are to be implemented in the domain of IT support.

Especially during support request peaks, but certainly also driven by the development ambitions of education and research (think of the new strategic plan), the university is not so much constrained by budget, but rather by capacity.

Although this, in this form, is not a new issue for the university, its importance has grown as the effect on the organisation's impact has increased.

Being unable to keep the support system of the university in order poses a risk to the further development of ambitions in education and research.

Control measures

The above risk is mitigated from multiple angles.

- The recruitment efforts of the university has been boosted by a targeted labour market campaign.
- Deepening - from planning to an implementation paragraph (capacity estimation of both change and running the business) - is now part of the process of annual planning and monitoring. This increasingly incorporates principles of short-cycle control.

The collective of directors, under the leadership of the Executive Board, aims to achieve improve (mutual) capacity alignment in order to gain a better view and grip on the preconditions to be met to realise the ambitions of the university.

Monitoring for execution strength is therefore an essential part of the PDCA cycle of the university for the purpose of ensuring a proper prioritisation.

- To support the university-wide core processes, a support unit has been created to support the organisation, across unit boundaries.

A specific change programme was deployed to improve IT performance.

This cannot prevent a delay in the implementation of ambitions and plans: the available capacity for running the business always takes precedence in this.

Welfare of staff and students

Welfare of staff and students remains a key concern

The explanation given above about concerns regarding support capacity obviously puts further pressure on the welfare of staff and students. Not being able to acquire the desired capacity in both the desired quantity and quality in a timely manner poses a risk for the university of applied sciences. High turnover in a tight labour market and induction of new colleagues also have an impact on perceived work pressure.

As a result, the organisation is experiencing a disappointing pace when it comes to improving welfare and reducing workloads.

Steps towards improvement have been made. The work pressure perceived has decreased. But the pressure on the organisation is undiminished.

The increasing concern for student welfare close to the student also puts great pressure on teachers. The plans and intentions (NPO plan details, see Chapter 4) have been detailed to an in-depth level and require a high level of commitment from the (current) staff. By all appearances, these issues require a more long-term approach. They cannot be remedied by short-term interventions. The progress of the study results of the so-called COVID cohorts (students who started their studies after 2018) shows that longer (additional) support will be necessary.

Control measure

The strengthening of our recruitment power has already been explained above. The measurements, linked to the employee satisfaction survey 'Het Kompas', have been intensified and thematised. This also allows us to engage with staff in the interim and better tailor the repertoire of possible interventions to the needs of students and staff.

Student support has been intensified and additional provisions have been made. Students in need of support can continue to turn to a student psychologist, student counsellor, study choice counsellor and study career coach via video calls, e-mail or telephone. The deployment of these experts has been further expanded (see the justification under the study advance funds and the Nationaal Plan Onderwijs and the choices made in this respect).

Furthermore, being allowed to use the temporary NPO funds until 2024 is helpful: the temporary additional staff can now be deployed during longer period, bringing relief to the primary process. Moreover, welfare has secured a permanent place in the new strategic plan and will therefore receive structural attention (and additional resources) in the implementation of the strategy.

Intake and study delay COVID cohorts

Uncertainty about the recruitment of (international) students and the development of study success

The Hague University of Applied Sciences has realised a slight increase in new student intake for the current academic year 2022-2023 due to an increased number of applications from international students.

The university intends to strengthen its profile as an internationally-oriented knowledge institution for higher professional education in the coming years. We want to be attractive to international students in particular.

In light of the current political debate, the realisation of this intention is under pressure.³

The multi-year budget makes clear that, for its future continuity, The Hague University of Applied Sciences relies heavily on and depends on the growth of intake from new degree programmes as well as international students. Although enrolments for the current academic year 2022-2023 and also the NSE results (partly in relation to universities of applied sciences in the Randstad) are favourable, overall student numbers lag behind. There is a high dropout rate and an unfavourable trend in study success rates (caused by study delay and thus a higher likelihood of students exceeding the term set for their studies in the COVID cohorts).

With all the uncertainties involved at this moment, from the multi-year budget for the next few years, we anticipate a further slight decline in student numbers, followed by a gradual increase driven by new degree programmes on offer. This makes control from a multi-year perspective more important for faculties than before.

A disappointing intake rates of new students and the arising of study delays and of an increased number of students exceeding the term set for their studies imply high sensitivity with respect to the size of expected government

³ Following the intake restrictions for international students as announced by the Minister, the total international student population and the financial translation of these student numbers were further incorporated into our multi-year budget. Within the total student population, 3,253 students hail from abroad (12.8 per cent, based on non-Dutch prior education). The international intake mainly involves European students and has grown in recent years. The Hague University of Applied Sciences offers a total of eleven bachelor's degree programmes taught in English. The share of funding and tuition fees for international students in the 2023 budget is € 25 million (13 per cent of total funding and tuition fees). The potential financial impact has been worked out in scenarios (1 per cent intake drop; full intake restriction for non-EEA students; halving of intake), which in 2027 could lead to a maximal theoretical loss of annual funding in the amount of € 11 million.

contributions and tuition fees. This has direct implications for the resources available for education and support. By way of indication: 1 per cent lower (or higher) student numbers result in a deviation on income of approximately € 2 million. This corresponds to just under 1 per cent of the total income.

Control measure

In light of the strategic focus, we have determined that improving the intake of new students is an absolute priority in the coming years. To this end, the degree programme portfolio was reviewed and adjusted. We are now implementing the updating of our range of degree programmes on offer with an expansion of associate degree programmes and with the further expansion of our bachelor's, master's-post-bachelor's and part-time programmes under the banner of 'lifelong learning'.

In addition, we focus on intake-promoting measures through recruitment campaigns and measures aimed at improving the application-to-enrolment conversion rate.

We actively adjust teacher deployment in relation to the number of students. In the event of an emergency scenario, by terminating temporary employment contracts early and discontinuing external hiring in the shorter term, the university can realise cost savings of approximately 15 per cent of its total expenses (approx. € 35 million in 2025). This ensures financial agility.

Information security and risk management

Cyber threat picture requires higher resilience and professionalisation of risk management

The past year was marked by an increasing number of cyber incidents in the education and research sector. THUAS also faced an attempted ransomware attack during the year under review, which fortunately could be parried in time.

Up-to-date monitoring of the institution's ICT infrastructure and an adequate incident response procedure with contingency options are therefore essential to ensure adequate information security.

Higher process maturity is also desired in the risk management cycle of the university of applied sciences. Supervision of compliance and risk management are currently to a large extent forming an informal part of the PDCA cycle, through reporting, accountability and control based on incidents (exception reporting) and primary coverage through second-line (specialist) functions.

Although this covers the actual control in operations, it is still desirable to detail risk management and compliance in a coherent vision and set-up proposal, detailing the responsibilities for the first, second and third lines (auditing) and allowing risks to be managed more proactively. On this basis, work can be done to strengthen risk awareness and ownership within the organisation.

Control measures

We will have raised the level of information security control by 2022 by connecting the university of applied sciences to the Security Operations Centre and the Security Information & Event Management of SURF. Further organisational strengthening in access management and in monitoring (appointment of information security officers) provide additional assurance as part of an IT improvement programme. We will continue this reinforcement programme in 2023.

A control statute safeguards the independence of judgement - including in this area - of the corporate controller. A further professionalisation of risk management and a corresponding plan of action and functional set-up are being prepared. These could be deployed in 2023.

Execution of supervision

Among other things, 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 the university 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 Operations & Control and the group controller. Where appropriate or necessary, consultation with relevant staff members and the auditor takes place.

THE HAGUE
UNIVERSITY OF
APPLIED SCIENCES

CONVERT
ADVERTISE
CYBER SECURITY

Emiel Kaperhoek
Director of Cyber Security Research

AGSE

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

The outcomes of the discussions within the audit committee and the Education & Research committee are shared with the whole entire council and, if necessary, will be discussed in the regular meeting with the Executive Board.

In this risk supervision, the Supervisory Board connects its supervisory and discussion partner functions. The main topics of 2022 are described in the Supervisory Directors' report.

8.4 Compliance with laws and regulations

Clarity

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 by 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.

Outsourcing

At The Hague University of Applied Sciences, the 2022 reporting year saw no outsourcing of funded education, as referred to in the 'Helderheid bekostiging hoger onderwijs' ('Clarity of funding for higher education') memorandum.

Investing public funds in private activities

As regards accounting for the investment of public funds in private activities, the policy rule 'Investeren met publieke middelen in private activiteiten' ('Investing with public funds in private activities') dated 15 April 2021 is used for the year 2022. As a starting point, the development of private master's degree programmes and 'professional courses' that enhance profiling may be financed using public funds. In particular, these concern educational activities that are undertaken as an extension of the core activities of the university of applied sciences and that reinforce these core activities. These activities are relatively limited in scope.

By 2021, the transition of The Hague Graduate School (THGS) from an independent organisational unit to the faculties has been achieved. As a result, the private study programmes provide a better connection with bachelor's degree programmes and with research in the research groups and centres of expertise. In addition, support processes have been harmonised, by virtue of which private programmes can make use of support services more efficiently. These latter measures were taken to prevent the negative return from increasing further after 2021.

The private result in 2022 is € 571 k positive. The 2022 budget had assumed a positive result of € 454 k. This means that the result is € 117 k higher than budgeted. The higher result is mainly attributable to a number of unbudgeted customised tracks, on which positive results were achieved.

Income	€ 2,940 K	
Direct costs		€ 1,746 K
Board & management expenses		€ 147 K
Overhead		€ 476 K
	€ 2,369 K	
Result -/-		€ 571 K

In particular, management and control costs were reduced compared to previous years. Support (front & back office, marketing and sales) is integrated in the faculty offices. Support processes for public and private activities have been streamlined and merged.

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.

The policy concerning the organisation of private education, costing and accounting for the result is set out in the policy note 'Integrale kostprijs private activiteiten, uitgangspunten en een rekenmodel' ('Integral cost of private activities, principles and a calculation model') dated 26 October 2021.

Funding foreign students

Regarding the funding of foreign students, The Hague University of Applied Sciences follows the 'Helderheid bekostiging hoger onderwijs' ('Clarity of funding for higher education') memorandum. These students are not funded by the university of applied sciences.

Funding of customised tracks

In 2022, no customised tracks were organised as referred to in the memorandum 'Helderheid bekostiging hoger onderwijs' ('Clarity of funding for higher education') memorandum.

Profiling fund

The Profiling Fund provides financial support for study delays caused by special circumstances and activities, and for administrative activities. The Student Financial Support committee (SFS) handles the applications.

This year, this committee considered 21 applications due to special circumstances and 95 applications due to administrative activities. Out of a total of 116 applications, the committee assessed 109 positively.

A total amount of € 186,572 was disbursed from the Profiling Fund in 2022. This is € 4,953 more than in 2021 (€ 181,619) and € 68,584 less than in 2020 (€ 255,156).

In the past three years, significantly less has been disbursed from the Profiling Fund than in previous years. The number of applications and grants awarded based on special circumstances is also significantly lower than in previous years.

Both the lower disbursement from the fund and the decrease in the number of applications based on special circumstances can be explained as follows: in the 2017-2018 academic year, the Profiling Fund was opened to international students without student grants. In the same academic year, the university implemented a number of policy changes to the Profiling Fund regulations, affecting the amount to be disbursed and the duration of financial support. In addition, many students incurring a delay due to illness or disability appeal to DUO for a one-year extension of the performance grant through the Student Counsellor's Office. This is often sufficient to cover the entire delay, so that in the end no use is made of the Profiling Fund.

Chapter 9

Quality agreements



In this chapter, we first provide an introduction to the subject of quality agreements. We then explain the choices made, the multi-year perspective, the De Haagse Kwaliteitsafspraken (THUAS Quality Agreements) plan and its progress in 2022. This is followed by accounting for the 2022 quality agreements on the deployment of resources on the chosen themes and considerations concerning the achievement of the chosen objectives. The independent reflection by the participation bodies on the use of the funds is included as a separate appendix to the annual report.

Introduction

9.1 De Haagse Kwaliteitsafspraken (THUAS Quality Agreements) plan

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

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

With this choice, the university closely follows the strategic plan in which strategic choices have been made to

- continuously improve the quality of our degree programmes;
- develop the degree programmes towards an inquisitive learning culture;
- further strengthen our international profile;
- promote sustainability and inclusiveness.

The realisation of the ambitions from the educational framework - derived from the strategic plan - is supported by the deployment of the study advance funds. With the quality agreements, The Hague University of Applied Sciences aims to meet students' need for personal attention in inspiring and small-scale education with sufficient guidance for study and personal development, within a good learning environment.

Decentralised level

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

Central level

At the central level, the university of applied sciences is investing (from 2021 onwards) in the learning environment in order to fulfil the physical, digital and supportive preconditions for the realisation of the educational framework.

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

In light of the assessment of progress and achievement of the intermediate target, in 2021, we found that all full-time bachelor degree programmes have set up the first year of study in conformity with the educational framework. That means that this interim target has been achieved. Further implementation of the plan continues through 2024.

9.2 Quality agreements in a multi-year perspective

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

We distribute this amount annually in accordance with the internal allocation system. In addition, from the year 2021, € 4 million per year is available for improving the learning environment. The total investment from 2019 to 2024 is specified in the table below. It is noted that from the actual realisation and (under-)spending in 2021 and 2022 (especially on the central funds), minor adjustments have taken place with funds having been carried forward. We explain these in more detail in Paragraph 8.5. The amounts mentioned in this table therefore differ slightly from the amounts mentioned in the original multi-annual plan.

Multi-annual deployment of study advance funds (amounts * € 1 mln)	2019	2020	2021	2022	2023	2024	Total amounts
Government contribution for quality funding (study advance funds)	5.9	7.3	12.1	15.2	15.7	17.8	74.0
	realisation				budgeted		
realisation/internal allocation:							
decentral (themes 1 and 2)	10.9	10.9	10.9	10.8	10.9	10.9	
central (themes 2 and 5)			3.6	3.6	4.2	4.1	
Total realisation/internal allocation	10.9	10.9	14.5	14.4	15.1	15.0	80.7
					Internal allocation		
Shift effects per year	5.0	3.6	2.4	-0.8	-0.6	-2.8	6.7

This overview shows that over this period, the university of applied sciences deploys € 6.7 million more in resources for the purpose of quality improvement than it expects to receive from the government contribution, with the additional deployment of internal resources in the years up to and including 2021 being offset against the (expected) higher government contribution from 2022 onwards.

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

Accountability for quality agreements 2022

9.3 Conclusion process for quality agreements 2022

The decentralised quality agreements were established within faculties. These funds are spent - within the given frameworks - at the level of degree programmes, where, in consultation between degree programme managers and degree programme committees, agreements were made on the spending targets within themes 1 and 2.

The intentions and activities for each programme were then compiled into plans at faculty-level; faculty councils gave their explicit approval for the 2022 plan year. These were then adopted by the Executive Board and presented bundled for information to the University Council and approved by the Supervisory Board.

9.4 Accountability quality agreements 2022

In 2022, € 15.2 million in quality funding was received from the government contribution.

From the internal allocation, in 2022 the university of applied sciences has designated € 14.9 million as deployable study advance funds, of which € 10.9 million as decentralised funds and € 4 million as central funds.

As a result of activities cancelled in 2021 being carried forward - underutilisation for the honours programme and the student budget (together € 205 k) - a total of € 15.1m was available as deployable study advance funds for the year 2022. From the internal allocation, the decentralised funds were allocated to seven faculties, based on weighted student numbers.

In total, we used these resources to finance 139.6 FTEs of teaching and educational support staff deployment within faculties and services in 2022, which involved an amount for employee expenses of € 12.8 million. In addition, we have made € 2.3 million in budget available for other expenses.

Sections 9.4.1 and the following specifies the use of these funds for the three chosen themes by main activities for each faculty and service, indicating the FTE and monetary commitment.

The amounts listed here have been derived from the budgeted spending from the study advance funds. Use of funds was tracked based on qualitative monitoring on progress and realisation of underlying activities. For the (project) spending made using the central study advance funds, we have also set up quantitative monitoring.

9.4.1 More intensive and small-scale education (Education, Culture and Science theme 1)

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

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

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

	More intensive and small-scale education (Education, Culture and Science theme 1) amounts * 1,000 euro	FTE deployment	employee expenses	other charges	total
BFM	<p>Within the Faculty of Business, Finance and Marketing (BFM), the focus in the use of study advance funds (SAF) for this theme was on:</p> <p>Intensified focus on networking in education (in Finance & Control and practical learning in Accountancy) and deepening in the practical learning components in years 3 and 4 of Entrepreneurship & Retail Management.</p> <p>Intensive guidance on intercultural and international skills in the (eight) integrated semester projects of International Business.</p>	7.4	695	6	701
GLS	<p>The Faculty of Governance, Law & Security (GLS) used SAF for this theme to enable:</p> <p>Activating work formats and digital teaching aids for the courses Integrated Safety Management, Higher Professional Education - Law and Public Administration/Government Management/International Public Management (using blended learning).</p> <p>Smaller classes for in tutorials (Integrated Safety Management), mentoring groups (International Public Management) and working groups (International and European Law).</p> <p>Promoting active study behaviour (Integrated Safety Management) and cumulative testing (Higher Professional Education - Law).</p>	5.5	506	-	506
HNS	<p>The Faculty of Health, Nutrition and Sport (HNS) used SAF for this theme to enable:</p> <p>Collaborative learning: intensive education with two teachers to two classes in years 1, 2 and 3 (instead of lectures): thematic education, practice-oriented education, room for dialogue (Nutrition & Dietetics).</p> <p>Integration of research assignments from professional fields/research groups into the curriculum through practice-based work in living labs with small groups of students with intensive guidance from teachers and the research group (Sports Science).</p> <p>With the arrival of the new skills classrooms: the reorganisation of skills education. This means a maximum of 12 students are taught at the same time. In addition, through the use of extra support and deployment of student assistants, there is the possibility of practising in groups of three students (Higher Professional Education - Nursing).</p> <p>Intensifying networking skills and soft skills in training courses in the curriculum. Group size changes from 24 to 12 students (Sports Science, International Sports Management).</p> <p>Contact of individual students and/or teachers with alumni and professional field with patients, simulation patients, external experts and professional field committee members (Skin Therapy).</p> <p>Light and laser training in the new curriculum, where students are taught in very small groups of about six students by teachers and professionals in the field (Skin Therapy).</p>	6.2	639	-	639
ITD	<p>The Faculty of IT and Design (ITD) used SAF for this theme for:</p> <p>Additional guidance/growth in number of SEN (Special Educational Needs) students (Higher Professional Education - ICT).</p> <p>A broader teacher-student ratio related to the primary process (Communication & Multimedia Design/Higher Professional Education - ICT).</p> <p>Further development of didactics of semester programmes (Higher Professional Education - ICT).</p>	7.3	674	3	677



M&O	The Faculty of Management and Organisation used SAF for this theme for: Reducing class sizes on the Public Administration, European Studies, Facility Management and HRM programmes, creating an amount of eighteen additional classes across all years of study. Around 70 per cent of the total SAF available are used for this purpose (12.8 FTE of deployment).	11.8	1,082	-	1,082
SWE	The Faculty of Social Work and Education (SWE) used SAF for this theme for: Additional commitment to blended learning: realisation of online learning activities for part-time/work-study education: continued development of propaedeutic modules and further development of the digital learning environment (Social Work and Education Studies). Strengthening research in education by involving research groups in the development and implementation of education for majors and minors (Social Work). Additional commitment to the development and further development of the new graduation in the form of professional products (Primary Education Teacher-Training). Intensifying teacher-student contact by providing training to halved classes in year 1 and 2. Elective training courses in year 3 are taught in groups of up to 15 students (Education Studies).	5.6	527	-	527
EIS	The Faculty of Engineering, Innovation and Society (EIS) used SAF for this theme to enable: Systematically working on learning tasks in small groups and in semester 4, introducing small-group assignments within the Mechanical Engineering curriculum. Extra deployment of student-assistants alongside teachers, allowing teachers to focus more on talent development in students (Process & Food Technology, Engineering Physics, Industrial Engineering and Management). Restructuring of the curriculum for integrated, more small-scale and more intensive education: assessment for learning (Process & Food Technology, Industrial Product Design/Industrial Design Engineering); simplification of the curriculum for better studyability (Civil Engineering/ Spatial Development). Developing activating education, increased use of blended learning and small-scale mentoring (Industrial Product Design/Industrial Design Engineering). Ratio improvement by recruiting 1 FTE teachers for better workload distribution teachers (Civil Engineering). Deployment of additional teachers allowing a flexible shell to be expanded for additional coaching in the practical line (Industrial Engineering and Management). Additional support for education development (multimedia expertise/desktop publisher) (Industrial Engineering and Management).	12.7	1,216	160	1,376
Total deployment of SAF for theme 1:		56.6 FTE	5,339	169 euro	5,508

9.4.2 More and better guidance for students (Education, Culture and Science theme 2)

Although the policy emphasis varies between faculties (after all, this was determined at the decentralised level, see table below), the funds mostly benefited activities such as:

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

Additional support for student welfare and wellbeing has been provided from the central study advance funds made available as from 2021.

The following activities are planned by faculties and services for this theme (selection of key initiatives from the plans):

	More and better guidance for students (Education Culture and Science theme 2) amounts * 1,000 euro	FTE deployment	employee expenses	other expenses	total
BFM	Within the Faculty of Business, Finance and Marketing (BFM), SAF for this theme were mainly used as follows: On good and intensive student support (Accountancy, Finance & Control, Commercial Economics, Entrepreneurship & Retail Management programmes) through developing interventions, coaching, individual academic progress, a personal leadership learning pathway and intensified study career coaching.	10.2	956	8	964
GLS	The Faculty of Governance, Law & Security (GLS) used SAF funds for this theme to enable: Intensive supervision of long-term students (Higher Professional Education - Law, Public Administration/Government Management and Integral Safety Studies). Additional mentoring of students (Higher Professional Education - Law and Integral Safety Studies) Tutoring, work placement supervision and study coaching (International and European Law, Safety & Security Management Studies, International Public Management).	10.6	977	-	977

	More and better guidance for students (Education, Culture and Science theme 2) amounts * 1,000 euro	FTE deployment	employee expenses	other expenses	total
HNS	<p>The Faculty of Health, Nutrition and Sports (HNS) used SAF for this theme to enable:</p> <p>Integrating personal and professional development into the curriculum: In 'Leren op Maat' (Customised) Learning, 30 minutes extra for personal support of students (Nutrition & Dietetics).</p> <p>A trained coach for each individual student (HALO and International Sport Management).</p> <p>Matching learning needs and preferences; removing (physical) obstacles as much as possible. For example: extension of testing time, adjustments in the workplace, extra attention during study career coaching, adjustment of maths education (Man & Technology/Human Kinetic Technology).</p> <p>Individual and joint responsibility of the teaching team with respect to signalling and student support. Long-Time Students Task Force in which there is more consultation among teachers on what is needed for each student of the Man and Technology/Human Kinetic Technology programmes.</p> <p>Individual and joint responsibility of the teaching team with regard to signalling and student support. Long-Time Students Task Force in which there is more consultation between teachers on what is needed for each student of the Man and Technology/Human Kinetic Technology programmes.</p> <p>Study career coaches and teachers discuss students' study progress and well-being with each other during consultations at scheduled times in order to improve monitoring and guidance of students (Skin Therapy).</p> <p>Professionalisation of study career coaches (The Hague Teaching & Learning Centre) and coach for students exceeding the term set for their studies (Skin Therapy).</p>	12.4	1,171	-	1,171
ITD	<p>The Faculty of IT and Design (ITD) used SAF for this theme inter alia to make the following possible:</p> <p>Young Professional & Personal Development fourth year (Communication & Multimedia Design).</p> <p>Additional deployment of graduation support (Higher Professional Education - ICT).</p> <p>Further development of didactics of semester programmes (Higher Professional Education - ICT).</p> <p>Language development (Higher Professional Education - ICT).</p>	7.2	590	40	630
M&O	<p>The Faculty of Management and Organisation (M&O) used SAF for this theme mainly for:</p> <p>Extra student advisers (Business Administration), support for students exceeding the term set for their studies (Business Administration, Communication, HRM), extra study career coaching hours (Business Administration, Communication, European Studies, Facility Management, HRM).</p> <p>Extra pre-enrolment guidance for students in the project 'Welkom!' ('Welcome!') and crash course for subjects with a high failure-rate (Communication).</p> <p>Coaching in graduation projects, fellowships to guide students with delays, personal career guidance in AD programme, workplace learning of part-time degree programme (Facility Management).</p> <p>At faculty level, the deployment of a coordinator for students exceeding the term set for their studies and the provision of extra guidance to Antillean students.</p>	6.9	619	-	619
SWE	<p>The Faculty of Social Work and Education (SWE) used SAF for this theme for:</p> <p>Further development and implementation of various educational activities focused on professional dilemmas and students' personal development in attitude and behaviour. The output requires intensive and small-scale personal guidance (Social Work and PABO).</p> <p>Extra attention for transfer students and students that exceed the term set for their studies, through the use of a coordinator for long-time students, student mentors and individual support for learning outcomes by study career coaches (Social Work and Education Studies).</p>	4.2	388	-	388
TIS	<p>The Faculty for Engineering, Innovation and Society (TIS) used SAF for this theme to enable:</p> <p>Extra guidance and coaching for work-study students taking the subject of work-based learning; extra deployment of student assistants for better guidance in projects; more hours deployed by study career counsellors and therefore more individual guidance (Electrical Engineering, Mechatronics).</p> <p>Better guidance of students by strengthening a small-scale study climate; in the case of the Engineering Physics programme, by systematically working with groups of sixteen students in projects and practicals.</p> <p>Coaching and mentoring of students with a functional disability and students exceeding the term set for their studies (Industrial Product Design/Industrial Design Engineering, Architecture and Construction Engineering, Civil Engineering, Spatial Development (SD)).</p> <p>Context-driven educational development, in which students from different disciplines work together and receive intensive guidance (Architecture and Construction Engineering, Civil Engineering, Spatial Development (SD)).</p>	7.3	643	-	643
	<p>The Education, Knowledge and Communication Service (EKC) and the Facilities & IT Service (F&IT) used the central SAF for this theme to enable, among other things:</p> <p>Promotion of student welfare and commitment to the university of applied sciences by offering preventive and supportive activities and professional personal assistance.</p> <p>An additional range of development courses on offer for students who want to develop and distinguish themselves alongside their studies.</p> <p>Additional financial scope for a student budget and project budget, which we can utilise to fund the strengthening of social cohesion and community building between students and which will allow us to respond to initiatives emerging during the year from current events.</p>	5.6	591	677	1,268
				including 205 k carried forward from 2021: honours programme and student budget	
	Total commitment of SAF for theme 2:	64.3 FTE	5,935	725 euro	6,660

9.4.3 Appropriate and good educational facilities (Education, Culture and Science theme 5)

From the year 2021, additional funds will be made available for this topic from the central study advance funds, which are managed by the central Facilities & IT Service.

These have been used for activities such as:

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

This service has planned the following activities with respect to this theme (selection of key initiatives from the plans):

	Appropriate and good educational facilities (Education, Culture and Science theme 5) amounts * 1,000 euro	FTE deployment	employee expenses	other expenses	total
THUAS	<p>The Education, Knowledge and Communication Service (EKC) and the Facilities & IT Service (F&IT) used the central SAF for this theme to enable, among other things:</p> <p>Increased availability of facilities on campus (at both main and ancillary sites) as a learning and working environment for students with appropriate services and facilities: evening and weekend openings of front office and library.</p> <p>An extra boost for improving the digital learning environment for students, both in an extra budget for accelerating the introduction of new IT applications and also for hands-on support for teachers and students for their optimal use and exploitation thereof, including in blended learning and digital testing.</p>	18.7	1,481	1,456	2,937
	Total deployment of SAF for theme 5:	18.7 FTE	1,481	1,456 euro	2,937

	FTE	euro	euro	euro
Total deployment of SAF 2022	139.6	12,755	2,350	15,105
Total deployment of SAF 2022 faculties (control rule)	115.3	10,683	217	10,900
Total deployment of SAF 2022 faculties (control rule)	23.8	2017	1983	4000
total deployment carried forward from 2021	0.5	55	150	205
	139.6	12,755	2,350	15,105

9.5 Exhaustion and carrying forward of study advance funds in 2022

Faculties and services reported the impact of COVID-19 in their 2021 accounts. Overall, the perception at the time was that the chosen themes were appropriate during the time of COVID-19, where the emphasis on the implementation of activities shifted a bit more from physical to more digital small-scale teaching and student support. In a number of cases, other activities were carried out instead of planned activities as an extension of those that were cancelled due to COVID-19. For the year 2022, due to the lifting of COVID-19 restrictions, there is no longer any particular impact to report with regard to the implementation of planned activities.

Nevertheless, specific underspending can also be observed for the 2022 reporting year, due to which the depletion of allocated budgets was lower and which have led (partly) to shifting the deployment of funds to a subsequent reporting year.

On theme 2, on a budgeted use of central study advance funds of € 1.3 million, an underspending of € 410k (about 32 per cent) was reported.

This underspending is - broadly speaking - a result of:

- underspending on the 'leeromgeving en ondersteuning' ('learning environment and support') project budget (90k);
- underspending on the reservation for the 2021 and 2022 student budget (together 185k). The programme-based approach to this issue proved insufficiently effective in recent years. A new approach is planned for this by the end of 2022, leading to new momentum in 2023;
- underspending on the honours programme project (110k).

On theme 5, underspending in the amount of € 230k (about 8 per cent) was reported on a budgeted use of central study advance funds of € 2.9 million.

This underspending is a result of:

- a reallocation of underspending on funds for the library's weekend and evening opening hours and unspent funds for educational apps and digital assessment support to supplement the available IT budget for the realisation of Brightspace, the balance resulting in underspending.

This brings the realised spending on the study advance funds in 2022 to € 14.4 million; which is € 0.7 million lower than budgeted, including small underspending by faculties in the amount of € 67k.

During the year under review, the aforementioned underspending was reported to the (representation of the) University Council, with dialogue on alternative spending.

It was agreed to reserve the underspending for the honours programme, the student budget and the remaining budget for improving the learning environment (combined: € 335k) via the result appropriation for spending the study advance funds in 2023 and add it to the provision for that year.

The remaining underspending (combined: € 373k) are credited to the general reserve.

9.6 Considerations on the realisation of objectives under the quality agreements

As of 2019, the study advance funds were utilised to improve the quality of education.

In this paragraph, we describe the progress of the realisation of the quality agreements up to 2022 on the main lines of our chosen themes. A more in-depth consideration on the deployment of resources is described in Paragraph 9.7.

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

Smaller class sizes	
At university level, 76 FTE, 65 FTE, 58 FTE and 57 FTE have been deployed using these funds from 2019 to 2022, respectively. This served to achieve a structural, sustainable improvement in smaller class sizes, which is a crucial factor for good education. This has made it possible to further intensify contact between teachers and students and create more space for interaction and personal attention. All faculties deploy a substantial part of their student advance funds to improve the teacher-student ratio. This has resulted in a reduction in class sizes in the range of 5 to 8 per cent. The corresponding so-called teacher-student ratio for 2022 amounted to 1 teacher for every 22.5 students.	Realised; also refer to the considerations in Section 8.7

Curriculum innovation, activating forms of work and blended learning	
Part of the study advance funds have been and will be used to make the spearheads from the education framework even more prominent in the curriculum, such as networking skills, international and intercultural development and blended learning. The curriculum overhaul for the propaedeutic phase of full-time bachelor's degree programmes has been achieved. For the main phase, this is still in progress. When it comes to incorporating the new insights from COVID-19, the further implementation of blended learning and hybrid education, there is still further work to be done here in the coming years.	Partially realised; in progress also refer to the considerations in Section 8.7

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

More professional guidance	
From the first year of deployment of the resources, study career coaches and study coaches were appointed. First-year students are given extra support and specific target groups are guided. From 2021, the range of support available has been expanded using the central student advance funds, to include additional student psychologists.	Realised; also refer to the considerations in Section 8.7

Peer support: deployment of student assistants	
Student assistants, students from the main phase and alumni guide (first-year) students. A buddy system has been implemented for this purpose. Using the available NPO funds, this deployment has been further strengthened (see Chapter 4 on the NPO).	Realised
Social cohesion	
From the start of the quality agreements, study advance funds have been used to realise initiatives that strengthen the community; e.g. study and student associations. From 2021, we will deploy central resources for, among other things, strengthening the university-wide introduction at the various locations, for strengthening club life and for an additional range of student sports and activities. A student community fund within which students can propose projects to increase social cohesion has been introduced but is still used only to a limited extent.	Partially realised; in progress; also refer to the considerations in Section 8.7
Broad outlines within theme 5 - more and better support for students	
Expanding study opportunities	
Initiatives have been realised to improve opportunities to study on campus. From 2020, the opening hours of the library and fitness facilities have been extended. The ensuing expansion of IT support was realised from 2021, but little use has been made of it. The same goes for the creation of more study locations for students.	Realised; also refer to the considerations in Section 8.7
Improving the digital learning environment	
A substantial part of the central study advance funds from 2021 was dedicated to improving the digital learning environment, partly in the form of more operational support (hotline, expanding front office and tutorials) and partly in the form of an additional IT project budget for education support. Not all intentions could be realised, in part because they are multi-year in nature, and in part because of changed needs set by education and from students.	Realised to a limited extent; in progress; also refer to the considerations in Section 8.7

9.7 Considerations on the realisation of quality agreements

When considering the quality agreements, it is relevant to distinguish between the deployment of decentralised resources (managed by faculties) and the deployment of central resources (managed by services).

Considerations on decentralised study advance funds

- The impact of long-term structural deployment of these funds is regarded as limited**

As of 2019, decentralised funds will be used structurally in education for theme 1 (small-scale education) and theme 2 (more and better support for students).

Due to the structural nature of the deployment of these funds, students often do not have a clear perception of the impact: almost all students are only aware of the current situation, which makes it difficult for them to assess the extent to which the current situation differs from the previous one.
- Consultation and dialogue on quality agreements have become routine**

This makes it difficult to have a constructive dialogue and add a different emphasis. After all, a large part of these funds are fixed-use, for appointment of staff and task agreements, leaving little room for new choices in 'reaching agreements in participation'. For programme committees, this is also a difficult and technical subject: it is difficult for newly entering students to master, despite the efforts of contact points and programme managers to help them in doing so.

- **Shifted deployment of resources from propaedeutic to main phase**

However, we can see that differences in emphasis are being made. For instance, it can be observed that resources, which were originally mainly used in the propaedeutic phase, are now also or more often used for students in the main phase. Some degree programme committees have therefore changed the use of study advance funds for pre-enrolment activities: the funds should benefit the current student population.

Considerations on centralised study advance funds

- **Project-based deployment of resources is laborious**

Central funds are used structurally to a much lesser extent than decentralised funds: a significant part of these funds are available for projects that support the objectives. Experience shows that it is not easy to project their use from a multi-annual planning system.

In a normal situation, a need arises during the education process. Resources are then sought to meet that need. For these project funds, the opposite is true. Here, efficient and meaningful use of the available funds is sought on the basis of projections of future circumstances. This leads to proposals for interim changes during the year, with much fine-tuning and dialogue. Ultimately, this results in delayed deployment or lower depletion of funds. We note that in the years 2021 and 2022, there is an underspending of the earmarked funds of € 4 million. A reconsideration of a more structural use of these funds instead of a project-based use seems appropriate.

- **(Too) many proposed projects do not improve coherence**

The reflection on the project-based deployment of resources also revealed that earmarking funds for too many projects does not contribute to the coherence between various central and decentralised initiatives. The high level of detailing of activities, chosen from the multi-annual planning, does not contribute to increasing the overview and understanding of interrelationships.

Considerations on NPO 2022

- **Underspending, but a lot has been done!**

Attracting the necessary colleagues has taken more time than expected in the currently tight labour market. As a result, the resources were often not always deployed as planned. Fortunately, many activities - sometimes in a down-sized format - could go ahead with the existing staff and through the (additional) deployment of student assistants. In many situations, the commitment of students and the importance of activities have prevailed, despite the fact that work pressure was perceived as increased.

- **Carry-forward to later years meets needs**

As a result of the aforementioned underspending, a substantial part of the earmarked funds was carried forward to 2024 in particular as an extra year for spending the funds. The fact that these are available for a longer period of time is in line with the needs of COVID cohorts who could use extra support throughout their studies to reduce accumulated delays.

- **Carry-forward will ultimately not be sufficient: concerns about funding after 2023**

Even after 2024, the funds from the quality agreements will be available as part of the lump-sum funds. But this does not apply to NPO funds. In fact, we receive them as incidental funds. As a result, reluctance to use NPO funds exists: after all, it is temporary money. There is concern about long-term funding for support needs. From 2024 onwards, the funds to do so will be lacking, apart from the funds carried forward. This support need on the long term may still be needed up to and including 2026, while no funding is foreseen for the time being.

- **Project-based implementation and spending of NPO funds is complex and potentially less effective**

As with the study advance funds, the challenge for NPO funds is to use the project funds as effectively as possible. As a result of the fast-paced drafting of the spending plan within the themes identified, a multitude of (smaller) projects arose. Often all with a slightly different approach. This makes it difficult to keep a central overview and determine what works best. Unfortunately, as a result, we cannot always rule out the possibility that projects may sometimes miss their mark.

- **Participation bodies take note of implementation**

Unlike the quality agreements, the spending of NPO funds is also a difficult issue in discussions with degree programme committees and participation bodies. The occasional availability and short plan horizon mean that a discussion on tightening spending is not seen as meaningful. The discussions focus on implementing existing agreements.

Overall picture of the consideration of quality agreements and earmarked NPO funds

Resources contribute, effect measurement remains difficult, accountability burden dominates

By deploying these resources, we contribute to improving the quality of education and reducing study delays. Deeper conclusions than these cannot be drawn on the basis of the reflection.

As indicated at the start of NPO, the effects of both means - quality agreements and NPO - overlap. There is also this overlap in terms of themes addressed. As a result, effect measurement - if at all possible - cannot be unambiguously linked to specific initiatives from the different 'sources' of funding.

Distinguishing parallel cash flows (lump sum, study advance funds, earmarked NPO funds) thus degenerates into an administrative and accountability burden on the underlying efforts.

Because the planning and accountability moments do not run parallel to the academic cycle (calendar year versus academic year), agenda-setting and timing of these topics are also difficult.

Staff and participation member turnover obscure view of impact

In recent years, there has been a lot of turnover, both in the participation bodies and among employees. As a result, institutional memory is limited. This complicates the conversation about quality agreements and NPO.

Initiatives in which it is up to the students, do not get off the ground, or do so late (think of the central student advance funds). COVID-19 has also certainly made the process more difficult, as has the fact that students in the participation councils are often absent because of work placement, which prevents them from following through.

Concerns about availability of resources in the future

The reflection calls for a consideration of the longer-term funding of (especially) NPO mentoring activities, which are likely to be needed for an extended period.

The question is also raised of how central project-based resources can be used more effectively.

Finally, keeping the dialogue and communication around these issues alive - especially in light of the changes in students and staff - and not allowing this to be dominated by the burden of accountability - is a continuing task for the university of applied sciences.

The independent considerations of the participation bodies is included as Appendix 9.

Chapter 10

Finances



10.1 Financial result and financial position

In the 2022 financial year, two developments particularly affected the financial result of the university: the lifting of COVID restrictions and the war in Ukraine.

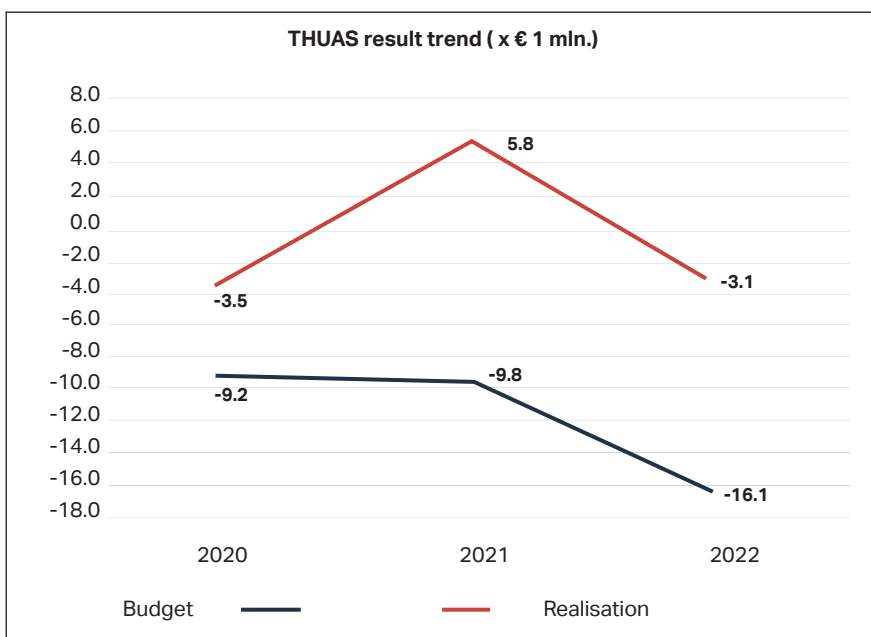
In early 2022, COVID-19 restrictions were largely lifted. This gave students and staff room to also re-establish an on-site learning and working environment. But in attracting additional teaching staff and thus spending NPO funds, the tightness of the labour market proved to be an additional complicating factor.

The war in Ukraine caused higher market prices for oil and gas. The higher expenses for energy are already visible, but are offset at university level by underspending on other items.

Unspent NPO funds will remain available in 2023 and beyond for students who have fallen behind in their studies due to the pandemic. Also refer to the notes in Chapter 4.

In 2022, we also implemented the multi-year policy of the university concerning of maximisation of the use of space granted by earmarked reserves, including the research reserves, the housing reserve and the DER reserve. The financial space the NPO funds, government funding and tuition fees make available has been utilised to fund and support education. In the paragraphs below, we explain the result compared to the 2022 budget.

Trend in results



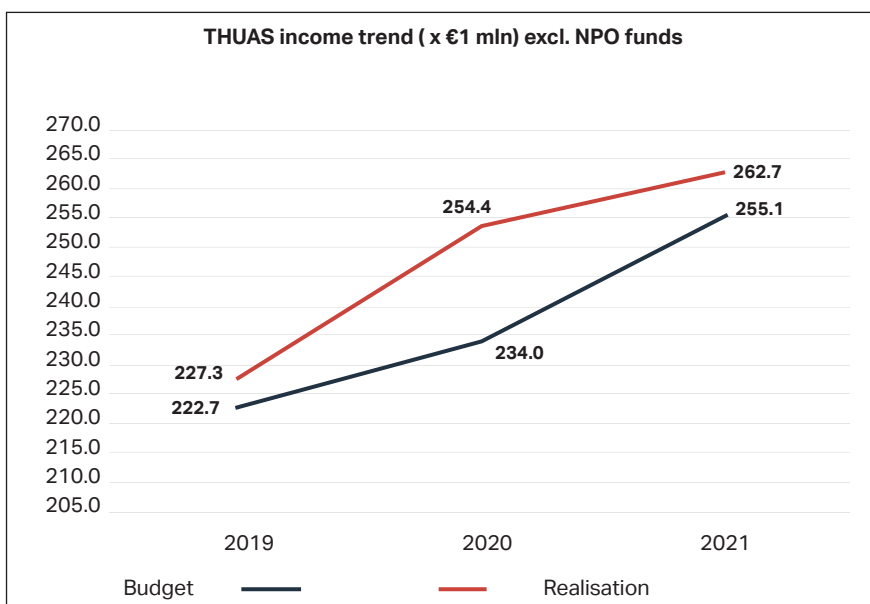
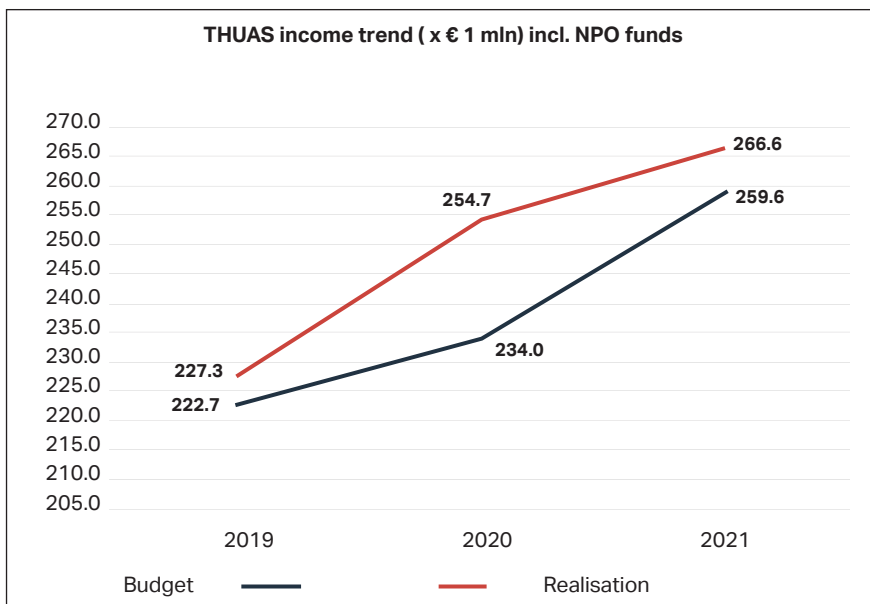
In the 2022 framework letter, the maximum permissible result was set at $-/-$ € 16.1 million. In 2022, additional income amounted to € 6.7 million. In addition, € 6.2 million in lower expenses applied. The balance of interest revenue was € 0.2 million. The total result amounted to minus € 3.0 million. This is € 13.1 million higher than budgeted. This is mainly due to underspending on employee expenses, partly due to the difficulty of filling vacancies in the current labour market. This leads to projects and other activities being delayed or not yet being implemented.

	Amounts x € 1 m.	Realisation 2021	Budget 2022	Realisation 2022
Income	01. Government contribution	198.4	213.9	217.5
	02. Other government contributions and grants	2.5	1.0	0.9
	03. Tuition fees	42.4	35.3	35.7
	04. Contract education	3.2	3.1	2.7
	05. Contract research	4.2	2.6	3.9
	06. Other income	4.0	3.7	5.6
Total income		254.7	259.6	266.3
Expenses	07. SE expenses	167.9	189.3	179.3
	08. SEE expenses	18.9	18.3	20.4
	09. Other employee expenses	9.0	9.8	10.2
	10. Depreciation charges	17.5	19.4	17.6
	11. Housing costs	12.3	12.1	15.0
	12. Other institutional expenses	23.3	26.8	27.0
Total		248.9	275.7	269.5
	13. Interest income	0.1	0.0	0.3
	14. Interest expenses	0.1	0.0	0.1
Total		0.0	0.0	0.2
Total		5.8	-16.1	-3.0

Trend in income

		Realisation 2021	Budget 2022	Realisation 2022
Income	01. Government contribution	198.4	213.9	217.5
	02. Other government contributions and grants	2.5	1.0	0.9
	03. Tuition fees	42.4	35.3	35.7
	04. Contract education	3.2	3.1	2.7
	05. Contract research	4.2	2.6	3.9
	06. Other income	4.0	3.7	5.6
Total income		254.7	259.6	266.3

Compared to 2021, income rose by € 11.6 million in 2022 to a level of € 266.3 million (€ 254.7 million in 2021). Compared to the budget, income rose by € 6.7 million. The income trend over the past three years is shown below. To make an accurate comparison with previous years, the development is shown both including and excluding NPO funds.



The government contribution for 2022 was € 3.6 million higher than our budget assumption. The government contribution was € 3.6 million higher for wage and price compensation and € 1.4 million higher for applied research. We received € 0.3 million extra through a technical redeployment from the Ministry of Education, Culture and Science. Furthermore, we received € 0.3 million more in grants from the ministry that fall under the government contribution. On the other hand, there is a correction of € 2.0 million in government contribution on the balance sheet relating to the underspending of the target NPO funds.

Income for other government contributions and grants is in line with the budget.

Tuition fees are € 0.4 million higher than budgeted due to higher than budgeted student numbers in the 2022-2023 academic year. In addition, compared to the 2022 budget, there are more students paying full tuition fees and fewer students paying half tuition fees.

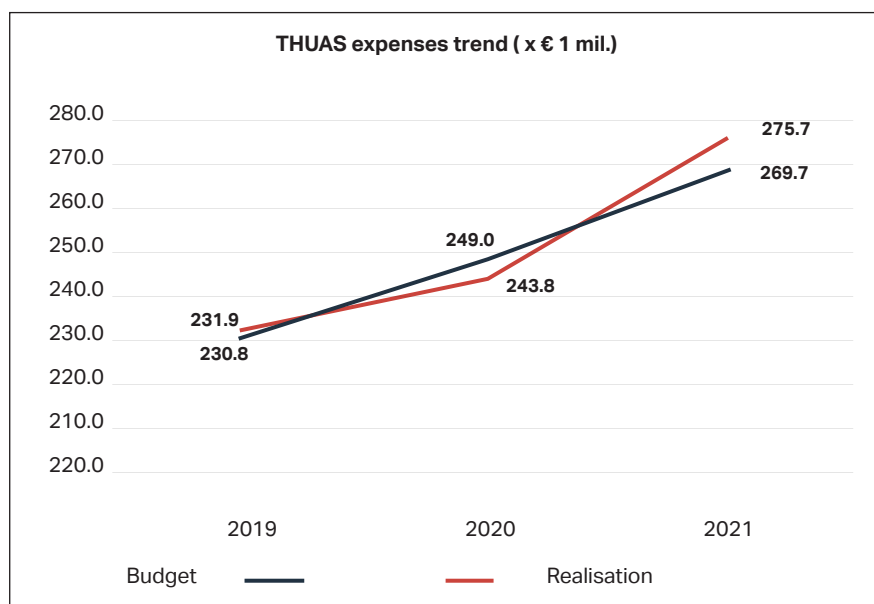
The turnover realised from contract education is € 0.4 million lower than budgeted. This is a result of a number of private degree programmes that did not start or has a lower amount of enrolments.

Income for contract research is € 1.3 million higher than budgeted. In 2022, much attention was paid to ensuring that hours are recorded as completely as possible.

With respect to other income, € 1.9 million more was realised than budgeted. The most important particulars include higher income from student contributions due to study trips (€ 0.3 million), other grants (€ 0.4 million), programme and registration fees (€ 0.2 million) and other income (€ 0.7 million).

Development of expenses

In 2022, expenses decreased by € 6.2 million compared to the 2022 budget, to a level of € 269.5 million (€ 248.9 million in 2021). We explain the development of these expenses below by category.



	Amounts x € 1 m.	Realisation 2021	Budget 2022	Realisation 2022
Expenses				
	07. SE expenses	167.9	189.3	179.3
	08. SEE expenses	18.9	18.3	20.4
	09. Other employee expenses	9.0	9.8	10.2
	10. Depreciation charges	17.5	19.4	17.6
	11. Housing costs	12.3	12.1	15.0
	12. Other institutional expenses	23.3	26.8	27.0
Total		248.9	275.7	269.5

Employee expenses

Total employee expenses (SEE, SE and other) amounted to € 209.9 million in 2022, € 7.5 million below budget (€ 217.4 million) and € 14.1 million higher than in 2021 (€ 195.8 million).

	Amounts x € 1 m.	Realisation 2021	Budget 2022	Realisation 2022
Expenses				
	4.1.1.1. Wages permanent teaching staff	167.9	189.3	179.3
	4.1.2.1. Change in employee provision	0.2	0.5	0.6
	4.1.2.2. Self-employed employees	18.9	18.3	20.4
	4.1.2.3. Other employee expenses	7.5	6.6	8.7
	4.1.2.5. Employee expertise promotion	2.4	3.5	2.2
	4.1.3.1. Disbursements	-1.1	-0.7	-1.3
Total		195.8	217.5	209.9

In the financial year, contracts expenses were € 10.0 million lower than budgeted. This is due to the inability to fill vacancies (in both faculties and services). Realised employee expenses (and FTEs) did increase during the year, but are still lower than budgeted.

The realised costs for self-employed employees are € 2.1 million higher than budgeted. This is largely a result of a shift from salaried employees to self-employed employees in connection with vacancies filled by self-employed employees. The inability to fill vacancies (in both faculties and services) also results in lagging costs for expertise promotion (€ 1.3 million compared to the 2022 budget and € 0.2 million compared to the 2021 year).

The balance of withdrawals and allocations to staff provisions amounts to € 0.6 million. This is € 0.1 million higher than budgeted and € 0.4 million higher than in 2021. The anniversary provision (€ 0.4 million) and the provision for working-time reduction seniors (€ 0.5 million) have increased in size as the expected number of participants increases. The sustainable employability provision decreased by 0.5 million.

Other employee expenses are € 2.1 million higher than budgeted. This is largely caused by overexpenditure on staff advertisements (€ 0.5 million) and commuting expenses (€ 0.4 million).

Depreciation charges

Depreciation in 2022, with a realisation of € 17.6 million, was € 1.8 million lower than budgeted. In 2022, depreciation charges for buildings and (long-term) maintenance were € 0.9 million below budget. The budget erroneously duplicated one sub-project from the Masterplan Huisvesting (Housing Master Plan) and the planned investment in the Dutch Innovation Factory does not take place in 2022. Depreciation charges on plant and equipment were € 0.9 million below budget. This is largely caused by lagging IT investments.

Housing costs

In 2022 housing costs amounted to € 15.0 million. Housing costs increased by € 2.7 million in 2022 compared to 2021 (€ 12.3 million) and by € 2.9 million compared to the budget (€ 12.1 million). Most of the overexpenditure consists of € 1.4 million for higher energy costs, being the direct result of higher market prices for oil and gas. In addition, an allocation of € 0.6 million was made to the owner's association of Sportcampus Zuiderpark for maintenance in the years 2019 to 2022.

Other institutional expenses

In 2022, other institutional expenses amounted to € 27.0 million. Other institutional expenses are € 3.7 million higher than in 2021 (€ 23.3 million) and € 0.2 million higher than budgeted (€ 26.8 million). Outliers are the inventory and equipment categories, including the costs of hardware, software, licences and the purchase of small equipment (€ 0.8 million), marketing and communication costs including recruitment ads and information costs (€ 0.3 million) and reproduction and printing costs (€ 0.3 million). On the other hand, there are lower costs compared to the budget for administration and management (consultancy fees, external meeting costs, postage, etc.) (€ 1.0 million lower than budgeted) and student facilities (€ 0.3 million).

10.2 Financial position and treasury

Balance sheet

Amounts x € 1 m.	2022*	2021	2020
Non-current assets			
1.1 Intangible assets	0.0	0.0	0.0
1.2 Property, plant and equipment	139.4	142.8	143.4
Total non-current assets	139.4	142.8	143.4
Current assets			
1.5 Accounts receivable	9.7	8.0	8.6
1.7 Bank and cash	66.1	52.2	38.3
Total current assets	75.8	60.2	46.9
Total assets	215.2	203.0	190.3
Liabilities			
2.1 Equity	116.0	119.0	113.3
2.3 Provisions	13.6	12.6	12.4
2.4 Non-current liabilities	17.1	18.6	12.0
2.5 Current liabilities	68.5	52.8	52.6
Total liabilities	215.2	203.0	190.3

* Subject to any adjustment following the audit of the 2022 annual figures

Notes to the balance sheet items:

- Property, plant and equipment decreased by € 3.4 million. This is due to depreciation charges (€ 17.6 million) being higher than investments (€ 14.7 million). In addition, property, plant and equipment of € 0.5 million were decommissioned.
- Bank and cash increased by € 13.8 million. Largely due to the government contribution received. There is also lower spending on labour costs and a lower than budgeted level of investment.
- Equity decreased by € 3.0 million due to the realised operating result of - € 3.0 million.
- Provisions increased by an amount of € 0.5 million. Largely due to the increase in the provision for anniversary and working-time reduction for seniors. This is offset by the decrease in the sustainable employability provision.
- The decrease in long-term liabilities (€ 1.0 million) relates to the 2023 repayment part (€ 1.4 million) of the treasury loan. That has been transferred from non-current liabilities to current liabilities. On the other hand, at year-end 2022 a position (€ 0.4 million) was recorded in the balance sheet, relating to a long-term liability in respect of the owners' association of Sportcampus Zuiderpark.
- The increase in current liabilities (€ 15.6 million) largely relates to tuition fees received in advance (€ 8.0 million) due to the elimination of the halving. In addition, € 2.0 million has been transferred from operations to current liabilities (NPO earmarked).

Signal value potentially excessive public equity

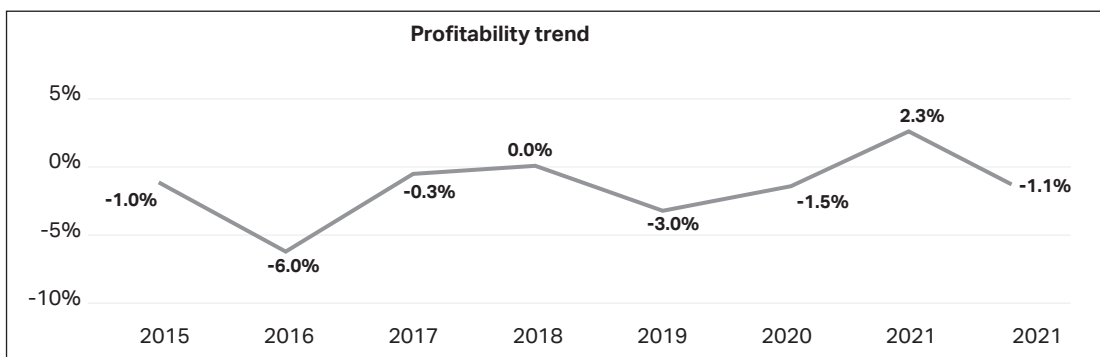
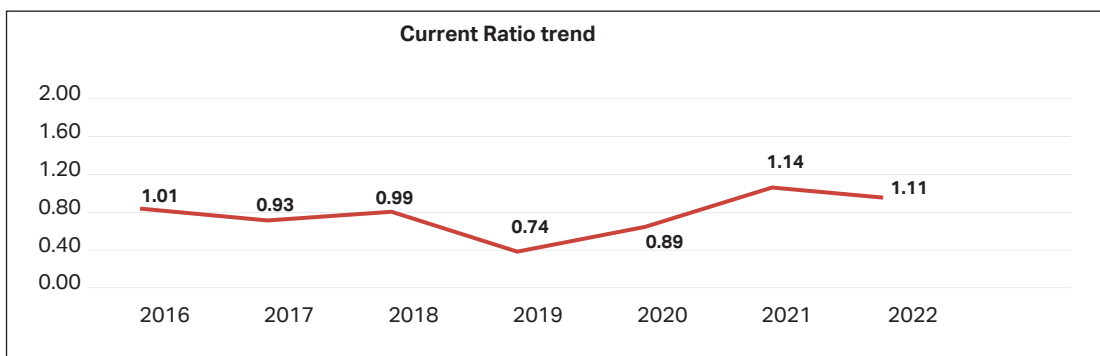
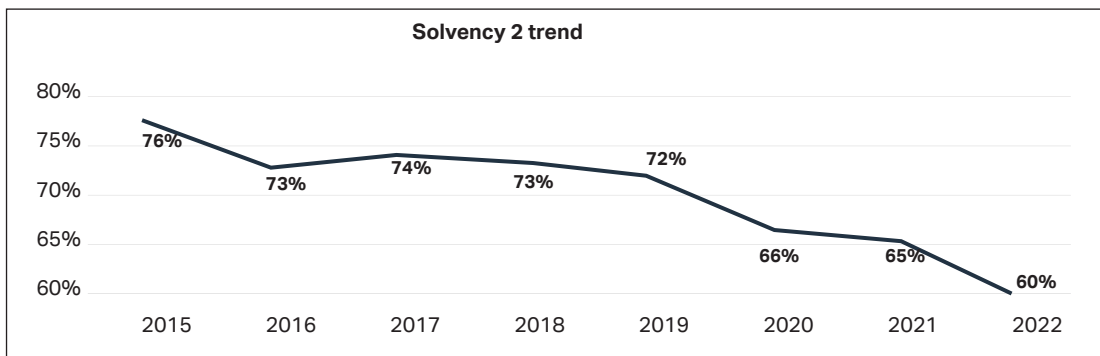
In 2020, the Onderwijsinspectie (Education Inspectorate) developed a formula to calculate what equity a board reasonably needs to fund assets and absorb risks. This amount is the normative public equity. The level of this amount acts as the signalling value for any excessive public equity.

From the 2020 reporting year, boards must account for the level of their public equity in the annual report using the signalling value. Based on the data from the 2022 financial statements, the assets of The Hague University of Applied Sciences remain below this signalling threshold:

- signalling value 2022: € 217.5;
- public equity 2022: € 116.1;
- public equity ratio: 0.53.

Financial ratios

At the end of 2022, the solvency position of the university is 60.1 per cent, which is above the 30 per cent signalling value set by Ministry of Education, Culture and Science. The current ratio is 1.11. The ratio is well above the signalling limit (0.75) set by the ministry and the value budgeted for 2022 (0.8). Profitability is -1.1 per cent compared to a budgeted profitability of -6.2 per cent. 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 statute in accordance with the 'Regeling beleggen, lenen en derivaten OCW 2016' (Regulation on Investment, Borrowing and Derivatives of the Ministry of Education, Culture and Science (2016)). The treasury policy is aimed at obtaining a market-

based return on the deployment of funds within the university's financial capabilities and risk management frameworks. This policy ensures that The Hague University of Applied Sciences has access to any funds to be raised and sustainable access to financial markets subject to acceptable terms and conditions. Serving public objectives and ensuring financial continuity implies 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, the university started banking with the treasury. In doing so, THUAS has access to a standby current account credit facility of € 14 million. It was not used during the year under review.

The university did not take out any loans with financial institutions, but did raise a treasury loan in 2020 to finance its investments in the multi-year Masterplan Huisvesting (Housing Master Plan). The first tranche of this, € 12.0 million, was disbursed in November 2020. The second and final tranche of € 8 million was disbursed in October 2021.

Repayment of this loan started from 2022. The amount of the repayment in 2022 was recorded on the balance sheet as current liability at the end of 2021 and deducted from non-current liabilities (€ 1.4 million).

In December 2022, the university effected a six-month deposit of € 43.0 million. In doing so, the university lent money to the treasury in order to receive interest. In 2023, this provides an interest income to The Hague University of Applied of € 0.5 million. This deposit will be released in June 2023.

10.3 Investments and operations

In 2022, the university invested € 14.6 million in property, plant and equipment. Budgeted was € 19.9 million. Most of this was invested in housing (€ 10.4 million). The final phase of the Masterplan Huisvesting 2022 (2022 Housing Master Plan) crosses the year-end and will not be realised until 2023. Quality investments include network improvements, acoustic improvements in lecture halls, sanitary improvements and the implementation of recycling (waste separation).

In 2022, an additional € 1.8 million was invested in IT, € 1.2 million in furniture and inventory and € 1.2 million in classrooms for tutorials.

Amounts x € 1 m.	Realisation 2022	Budget 2022	Realisation 2021
Information Technology	1.8	3.5	2.8
Facilities services	1.2	1.3	0.9
Housing:			
<i>Replacement investments</i>	3.5	3.7	3.7
<i>Quality investments</i>	1.4	2.7	2.7
<i>Master plan</i>	5.4	5.9	4.1
<i>DIF Zoetermeer</i>	-	1.2	-
<i>Sports hall</i>	0.1	0.3	2.0
Practice rooms	0.8	1.3	0.7
Practice rooms Delft	0.1	-	-
Other	0.3	-	-
Total investments	14.6	19.9	16.9

Masterplan Huisvesting (Housing Master Plan), building quality improvement, acoustics and sanitary fittings

The Masterplan Huisvesting (Housing Master Plan) is being realised as part of the Strategisch Huisvestingsplan (Strategic Housing Plan). The plan involves major maintenance combined with renewal and modernisation of the educational and workplace concept in the main building of The Hague University of Applied Sciences. In 2022, a number of subprojects will have been realised, such as the refurbishment of the education section for the Faculty of Business, Finance & Marketing (BFM), the Faculty of Management & Organisation (M&O), the Faculty of Social Work & Education (SWE) and the

Office of the Board. In doing so, as a result of COVID-19, there has been little room for the accompanying 'Haags Werken' change process. In 2022, we tackled this change process.

Of the planned investments in the Masterplan Huisvesting (Housing Master Plan), € 0.5 million crosses year-end into 2023. The investment in the Dutch Innovation Factory will be realised in 2023.

Implementation of IT project portfolio

The IT portfolio provides the digitisation contribution to the strategic goals. It is aimed at realising the THUAS change agenda. Portfolio management and project management have a quality cycle of continuous improvement. This entails the integral and short-cycle steering of the IT portfolio, steering by the frameworks and guidelines of the IT architecture, information security and privacy. The realisation of the 2022 IT projects budget amounted to € 4.0 million for eighteen projects. € 3.7 million was budgeted, of which € 1.2 million was from central study advance funds. The replacement of Blackboard by Brightspace (Learning Management System) and projects in progress from 2021 placed a large burden on the 2022 projects budget. Good results were achieved on a number of projects such as the new occupational health and safety interface, CRM, Brightspace (LMS), RBAC, Institutions and Training Registration (RIO/STAP) and the new external website. Projects such as 'Instroom Doorstroom Uitstroom' (IDU), Purchase to Pay, Erasmus Without Paper (EWP) and the procurement of the new ERP experienced delays, mainly caused by lack of proper governance and lack of capacity.

Improving IT and information provision

The multi-year Future IT (FIT) programme was launched in mid-2020. Its objectives are to achieve qualitative improvement in IT service delivery and better control of associated risks. Until mid-2021, the focus was on strategic and tactical levels. By mid-2021, the 'Education and IT' vision was shaped together with faculties and services. In phase 2 of Future IT, which began in mid-2021 and continued through 2022, the focus shifted to making the vision concrete, increasing the execution power of IT projects and implementing improved IT services. In this phase, it is especially important for THUAS to become aware of the importance of the connection between education and research on the one hand and the support services (implementation) on the other. This phase was effected by setting up information management and developing an information plan.

2022 was another year that placed high demands on IT flexibility. The aftermath of COVID-19, including the digitisation of education and hybrid working, drove the demand for innovation. Continuous efforts have been made to improve and expand basic home-working and hybrid facilities. Demand for mobile devices, Office365 and Teams remains undiminished. Global supply chain problems were also substantial in 2022. Despite this limitation, we managed to meet most of the requirements. Hybrid facilities require multiple uses, such as for meeting, working and education. Specifically for hybrid education and hybrid working, several experiments have been conducted to arrive at structural solutions. These have also been implemented. We rolled out the standard facilities for hybrid conferencing. The year under review also saw preparations for the launch of the new website in early 2023. This makes it easier to reach target groups, ensure their commitment to THUAS and follow students from interest to intake. In addition, the user-friendliness of the website has been improved.

Information security

In 2022, it remains as clear as ever that educational institutions are at increased risk of a variety of cyber-attacks which can be disruptive to education and research. At board level within the Vereniging Hogescholen (Association of Universities of Applied Sciences) and at the ministry, attention is consistently and explicitly drawn to the threat to information and knowledge security. Our cooperation partner SURF has an active policy of providing proper guidance and instruction to universities. The Hague University of Applied Sciences follows this policy and ensures its implementation and compliance.

Ongoing efforts are being made by The Hague University of Applied Sciences to raise awareness and consciousness of information security and privacy. The organisation and processes are further tightened and improved. The Risk & Control Group, started in 2021, is fully functioning. Risk management has become part of the PCDA cycle. From 2022, before innovation projects are launched, they will be consistently assessed for data, information and privacy security. The positions of chief information officer (CIO), chief information security officer (CISO) and privacy officer (PO) have been strengthened. The frameworks and guidelines for IT projects and management have been enriched with information security, privacy and architecture.

10.4 Sustainability

10.4.1 Sustainability in education

In 2022, THUAS worked to further develop sustainability within education. From several round-table discussions for the new strategic plan, it became clear that teachers and students need a stronger profile on the topic of sustainability.

In addition to the important step taken in respect of the new strategic plan, the development of sustainability in education also continued in 2022. Several degree programmes developed modules. The part-time degree programmes in Business Administration, HRM and Facility Management developed modules on the footprint of the organisation and on corporate social responsibility. Students in the Financial Management & Control degree programme are being educated in integrated reporting: an annual report that accounts for ecological and social aspects in addition to finances. The Sport Science degree programme developed the 'Sustainable Sports' minor. And students from the Nutrition & Dietetics degree programme are working on solutions to reduce food waste or encourage protein transition. In their first year of study, Higher Professional Education - ICT students work on an ICT solution that contributes to one of the SDGs. Industrial Engineering and Management developed sustainable IT solutions for buildings. Students in the International Business degree programme learn to research the supply chain of bananas and make it more sustainable. These examples are not exhaustive of everything that takes place within education.

In the year under review, The Hague University of Applied Sciences ranked 20th in the SustainaBUL national ranking. The year before, the university ranked 28th. In the feedback SustainaBUL provided to THUAS during the year under review, the common thread was the need for a strategic integration of sustainability in education.

10.4.2 Sustainability in research

Several centres of expertise have subsidised major research projects that directly contribute to a more sustainable and fair world. For example, led by the Health Innovation centre of expertise, the food boost challenge has resulted in wonderful results for the region towards a healthier food system for the planet and consumers. A third iteration of the national circular economy hackathon was organised in collaboration with the Circular Business research group. The Mission Zero centre of expertise and THUAS's operations have entered into a long-term partnership to make the campus of THUAS climate-neutral.

Besides these great projects, a big leap has been made in shaping the Systemic Co-design expertise network. Thanks to funding awarded by SIA (governing body SIA promotes the quality and impact of applied research of universities of applied sciences), THUAS lecturers will structurally collaborate with lecturers of the Rotterdam University of Applied Sciences, InHolland University of Applied Sciences and Utrecht University of Applied Sciences. They will spend eight years developing a methodology to accelerate and drive sustainability transitions. Connectivity with the region and province will also be strengthened through strategic partnerships in the education chain to fill gaps in the energy transition market. This has resulted in a unique collaboration between ROC Mondriaan, The Hague University of Applied Sciences and TU Delft (Delft University of Technology) to jointly start training so-called energy coaches. Due to the solid strength of THUAS's research in sustainability within all centres of expertise and particularly represented by the Mission Zero centre of expertise, THUAS is now recognised as a valuable knowledge partner in the region/province when it comes to sustainability issues and challenges. This is reflected, among other things, in an increasing realisation of the second and third funding streams focused on sustainability research.

10.4.3 Green Office

The Green Office (GO) aims to help students, staff and management of THUAS make sustainable choices within their studies or in their private lives. 'Let's grow and make an impact' is the motto here. 'Nudge and connect' is the method to achieve this. To effectuate this, the student assistants of the Green Office want to reach as many students as possible. In 2022, efforts were made to strengthen the student community. Has started a sustainable eating club where students cook vegan food with each other. And open Monday meetings were also launched to support students with ideas or interest in sustainability with networking contacts, information and obtaining budget for implementation of impact projects.

In order to reach as many students and teachers as possible, the Green Office has awarded assignments to degree programmes. For example, a project in which students launched a campaign to save energy. But it also set up a

conference and exhibition around the impact of electronic waste and the opportunities companies have to reduce this waste. The Green Office has organised several international weeks with partner universities around themes such as business, food and sustainability.

There was an opportunity for the student volunteers of the Green Office to attend an additional curricular Sustainable Leadership training programme. THUAS participated in a national SDG (sustainable development goals) challenge. This competition was co-championed by one of our students in 2022. She developed a business strategy for textile company Makers Unite.

Finally, the Green Office ran several campaigns to raise awareness among students and staff about the opportunities they have in their daily lives to make an impact, for example, the Vegan Cupcake Tasting, Free Bike Repair Shop, Warm Sweater Day, Second hand clothing sale and many more activities organised during the year under review.

10.4.4 Steering for sustainable operations

The importance of sustainability has now become evident. Working towards a sustainable university of applied sciences is increasingly taking on a structural character. Occasional initiatives are brought together to achieve common goals. In 2022, the decision was taken to introduce a new, more sustainable travel expenses scheme starting in 2023, which promotes 'green(er) transport for all employees.

Zero waste

Since 2017, The Hague University of Applied Sciences has been pursuing a sustainability policy by implementing projects in all focus areas that enhance the sustainability of THUAS. The basis for sustainable operations within The Hague University of Applied Sciences is described in the 'Visie op Duurzaamheid' ('Vision on Sustainability') (2017). Four focus areas have been identified. The operations of The Hague University of Applied Sciences will be made more sustainable in the following focus areas:

1. Energy (savings, transition and carbon reduction)
2. Material flows (waste, procurement processes)
3. ICT (reducing energy consumption)
4. Social (social return, inclusiveness, business trips)

Carbon reduction

To achieve reductions in carbon emissions and energy savings, the university of applied sciences has been a signatory to the (voluntary) energy covenant Multi-Year Agreement (MYA) since 2009, targeting an additional 2 per cent energy savings annually. With energy savings, investments in new technology (e.g. LED lighting) can sometimes pay for themselves within a few years. The university implements all possible energy-saving projects that recoup in less than five years.

However, the 2015 Paris Agreement showed that small steps are too slow to lead to a sufficient result at a global level. In the Netherlands, 'Paris' has been translated into a national Climate Agreement (the 'Klimaataakkoord'). That agreement sets out milestones for the years 2030-2050. Several authorities, including the municipality of The Hague and also The Hague University of Applied Sciences, wish to accelerate and achieve the climate goals sooner.

10.5 Going-concern paragraph - multi-year budget

10.5.1 Introduction

In the continuity paragraph, THUAS outlines the expected development of its financial position in relation to:

- the Strategic plan 'Global citizens in a learning society' and its relationship with the new strategic plan 'Onderzoekend leren met impact' ('Research-based learning with impact');
- the focus from the university-wide policy agenda;
- the investment agenda in education and research.

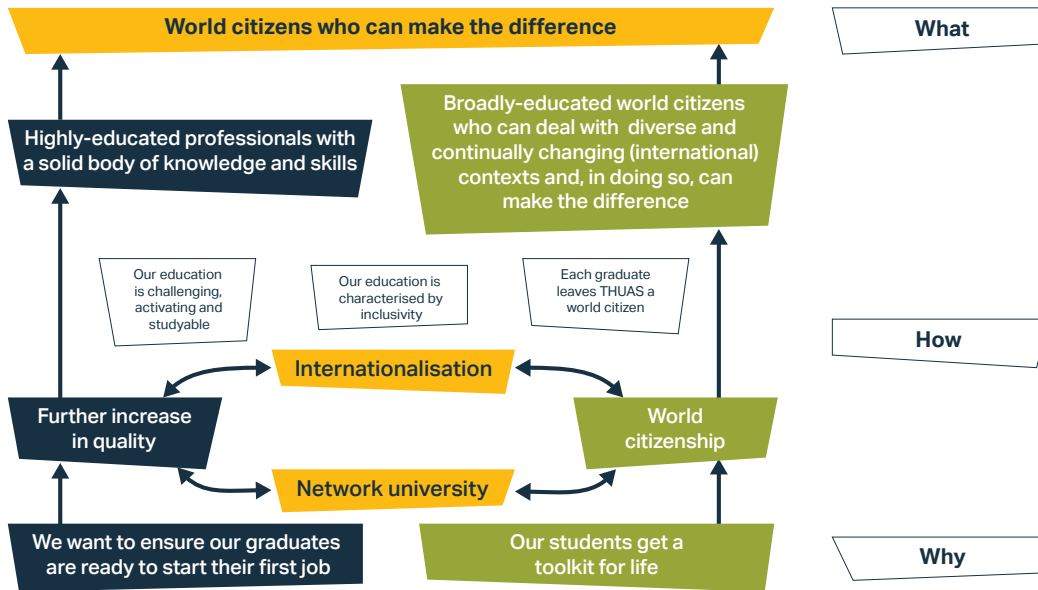
The developments have been translated into a multi-year budget which also includes the consideration of risks and control measures (Paragraph 9.3).

10.5.2 Institutional plan 2016-2022

Underpinning the development of the university of applied sciences up to and including the year under review were the principles of the strategic plan 'Wereldburgers in een lerende samenleving' ('Global Citizens in a Learning Society'), which has been under implementation since 2016. This plan described the vision for the results that The Hague University of Applied Sciences wished to achieve in 2022 by focusing on further increasing the quality of education and research, inter alia by:

- the further development of the international profile of the university of applied sciences;
- the promoting of global citizenship;
- the realisation of a network university of applied sciences.

Visually, the coherence of these objectives is shown as follows:



These three strongly interrelated strategic spearheads guide the development of education, research and organisation of The Hague University of Applied Sciences and are further detailed in multi-year plans for all faculties and services.

10.5.3 Transition to a new strategic plan 2023-2028

The year 2022, besides being a year of finalisation of the old plan, was above all a year of reflection and orientation on the new strategic plan, which was adopted at the end of 2023 under the title 'Research-based learning with impact'.

The new strategic plan picks up where the previous plan left off: the profiling achieved with respect to global citizenship, internationalisation and network university has been further developed into four strategic themes:

- quality of education and research;
- co-creation with the professional field;
- contribute to a sustainable and fair world;
- an inclusive community.

It should be noted that the new strategic plan for 2023 has not yet been leading for the university-wide agenda: for this, the multi-year implementation agenda was still required, which will only be drawn up in 2023.

10.5.4 Focus from university-wide agenda 2023

This means that the focus in the university-wide agenda is still building on the previous strategic plan 'Wereldburgers in een lerende samenleving' ('Global citizens in a learning society'), taking the new strategic plan into account as much as possible. This agenda gives focus to the policy development we achieve collectively.

As indicated earlier, the 2023 Agenda is structured into four focal points. These are supported by a fifth pillar: operations and HRM.

Continuing to improve the quality of our education and research

Our goal is to provide our students with a learning experience or student journey that matches their potential and needs and answers the demands of the professional field. A student journey goes beyond the degree programme of students. It is the sum total of experiences and contacts from the students' perspective: from the moment they get to know The Hague University of Applied Sciences, then develop within the educational community of teachers and fellow students, up to and including their further career. Underlying this student journey is a solid basic quality of education. That basic quality includes more than just implementing our educational vision. We are taking a broad approach to quality, focusing on the themes that can make the biggest difference in 2023: testing and guidance. In 2023, we are further committed to strengthening research capacity and support and improving services in IT, processes and communications.

Innovation of our education, research and operations

The Hague University of Applied Sciences wants to innovate on those themes that are important for the success of our university's education and respond to programmes and developments from our regional, national and international educational context. We innovate our educational range and develop new educational concepts and tests in line with the demands of the professional field and societal challenges.

To this end, in 2023, we will explicitly focus on co-creation, actively involving students and allowing them to contribute to the design of (new) education. We strengthen our social responsibility in areas such as sustainability and equal opportunities, and encourage educational innovation by removing barriers and fostering an innovative culture.

Welfare of our students and staff

The focus on the welfare of our students and staff assumes a broad understanding of well-being, which covers both tangible and intangible aspects of quality of life.

Within The Hague University of Applied Sciences, it is all about the mental, social and physical well-being of our staff and students. In 2023, we will take steps to make the now-modernised support structure more findable and available to students. We create a safe and inclusive study climate and intensify approaches around work pressure and work happiness, both in implementation and monitoring.

Increasing intake relatively and absolutely

By 2022, The Hague University of Applied Sciences has managed to stabilise its market share. In preparation for our future, we are increasing the relevance of our educational institution by making our current range of programmes more attractive and by bringing new degree programmes to market that will increase our intake. We launched the first new degree programmes in 2022, followed by further expansion of the associate's, bachelor's and master's degree range in 2023, thus gaining a position in new market segments.

Furthermore, we are going to increase our brand recognition and reputation as an institution. Because of the broadening of the educational range, we are deploying additional marketing activities with our alumni and new target groups. Improving conversion (the percentage of applications converted to enrolment) is part of these activities.

Business operations

Matching these goals are services that continue to support and invest in education. In 2023, we will continue to improve IT and information provision and strengthen our infrastructure and the (awareness of) information security. We want to simplify business processes and digitise them wherever possible. A new multi-year housing plan points to further steps to achieve a sustainable learning and working environment that supports our future ambitions.

10.5.5 Expected development of student numbers

Thinking in scenarios and ranges

As a primary driver, the multi-year budget is determined by the expected development of student numbers. In the preparation of the multi-year budget, the university applies an approach in which it details several future scenarios in financial terms (optimistic and conservative). This then results in a base case that is considered most likely to be the basis for future financial development.

The main drivers for this base case underlie the forecast student numbers.



The starting point for this forecast is enrolment as of 1 October 2022: on this date, 25,340 students are enrolled; 478 fewer than on 1 October 2021 which was a result of higher enrolment, more dropouts and fewer graduates.

Intake

The baseline scenario assumes an ambition to return to an annual intake level of about 7,300 students by 2026, bringing the Dutch intake back to the pre-COVID level (approximately 6,100). We do this by generating an additional intake through new degree programmes to be launched. The multi-year vision further commits to maintaining the intake of international students (approximately 1,200; also refer to the footnote to Chapter 8.3: Risk management and control system). As such, we assume a picture of recovery and gradually growing intake. The ministry reference estimate assumes a gradual decline for higher professional education from 2024 onwards. This is linked to population trends in the Netherlands. First, the number of 17- to 25-year-olds will grow and then decline. For the demographic situation of THUAS (and the Randstad area), this decline is not expected. At the same time, the picture is that the substantial growth in student numbers as it occurred in the period between 2013 and 2020 (cumulative for all these years around 16 per cent growth) is now a thing of the past. Growth in student numbers can therefore only be expected if THUAS manages to improve its market position within the Randstad universities of applied sciences, both through targeted marketing and profiling and by improving conversion rates and starting new degree programmes.

Based on the current projections, a higher intake of over 5 per cent has been taken into account for 2023, partly through new degree programmes, but also based on the assumption that a one-off additional intake is to be expected from re-enrolees who - after a temporary break - re-join under the regime of the new student finance.

Intake of new degree programmes

In 2022, two new degree programmes started (a new bachelor's and a new master's degree programme).

In addition, commitments are made to expand the associate degree programme (five new degree programmes as from 2023) and part-time degree programmes.

All in all, in the coming years, the expansion of the range of degree programmes offered is planned to include approximately ten new programmes.

Based on the business cases developed for these programmes, it may be assumed - from a conservative estimate - that, based on the intake in the 2022-2023 academic year, some hundred additional students will enrol each year, rising to a total number of nine hundred students participating in new degree programmes (intake and transfers) in the 2026-2027 academic year.

Intake of international students

Following the intake restrictions for international students as announced by the Minister, the total international student population and the financial translation of these student numbers were further incorporated into our multi-year budget.

Within the total student population, there are 3,253 students from abroad (12.8 per cent, based on non-Dutch prior education). The international intake mainly involves European students and has grown in recent years. The top three international courses are: International Business, International & European Law and European Studies. The Hague University of Applied Sciences offers a total of eleven bachelor's degree programmes taught in English.

The share in funding and tuition fees of international students in the 2023 budget is €25 million (13 per cent of total funding and tuition fees).

The potential financial impact has been worked out in scenarios (1 per cent intake drop; full intake restriction for non-EEA students; halving of intake), which in 2027 could lead to a maximal theoretical loss of annual funding in the amount of € 11 million.

Propedeutic phase transfer and dropout of existing programmes

The dropout rate of propaedeutic students in COVID cohorts with a suspended binding study advice has been very high last year (around 60 per cent). This is expected to remain the case even for 2023, pending new regulations around binding study advice. For subsequent years, we assume for now a return to pre-COVID rates in the order of 50 per cent.

Senior student progression and graduation

In light of an anomalous dropout rate, 2022 also saw a similarly anomalous graduation rate. Where this was not yet visible in the figures up to 2021, the expected study delay now precipitates into a reduced graduation rate of 22.7 per cent.

An initial analysis presents a picture of the proportion of students exceeding the term set for their studies (nominal plus two years or more) and students with delays (nominal plus one year) having increased over the past year. The risk of study delays and exceeding the term set for studies due to suspended advice seems to have increased further. This may explain the disappointing return figures.

With this, the forecast for student numbers on graduation rates has been adjusted downward, including for the years 2023 and 2024, after which the rate is assumed to rebound to the historical pre-COVID level (around 26 per cent). Incidentally, accurately predicting the long-term effects and pace of recovery on this component is difficult; a caveat is appropriate here.

Funded enrolments and degrees

The percentage of external funding (the number of students for which government funding is obtained) is a difficult factor to predict. A negative influence on this factor stems, among other things, from the proportion of switchers (students starting a second degree programme, both internally as well as transferring from other universities) and students with delays and students exceeding the term set for their studies. The impact of this was noticeable in the 2021-2022 academic year, so we are also assuming a lower funding rate of 68 per cent for the years 2023 and 2024. We expect a recovery to pre-corona values only from 2025 onwards. The financial impact of this lower funding rate for 2024 to 2026 can be calculated at around € 8 million per year.

10.5.6 Multi-year implications

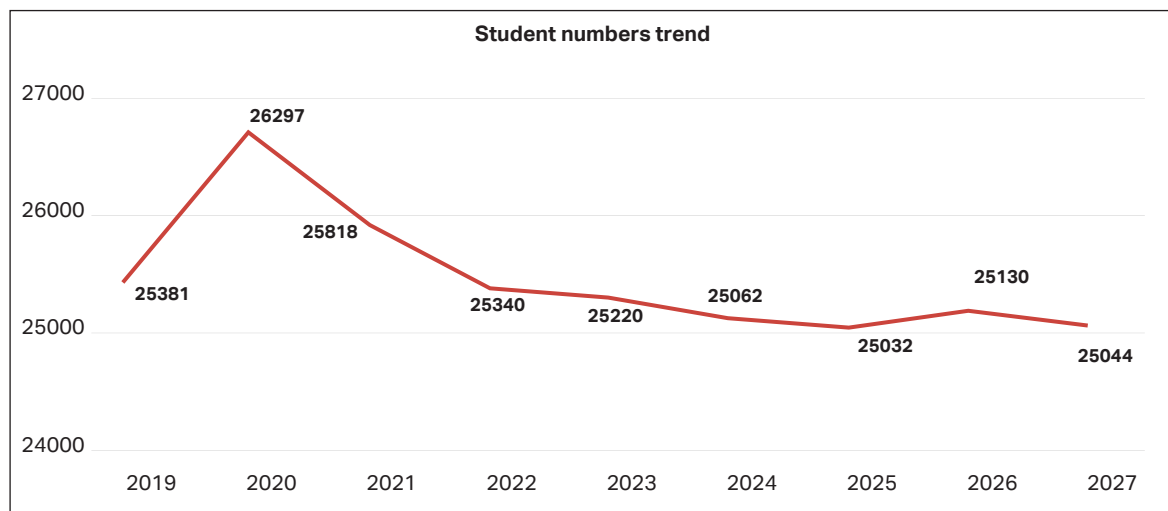
Taking into account the principles described above, the development for the coming years of student numbers can be summarised as follows:

- Intake will continue to increase slightly, but will still be slightly below the 2019 reference level in the coming years. For 2023, we expect increased intake due to a higher number of re-entering students and the effects of the new student finance system.
- Starting in 2023, dropout rates are expected to decline, returning to historical levels due to COVID.
- In the coming years, the number of graduations will return to the pre-COVID level.
- We further take into account a limited increase in students exceeding the term set for their studies.

In fact, the phenomenon occurs that the higher intake for the years 2018 to 2020 will start to leave in the coming years and the effect from the expected pick-up in intake may lead to higher numbers only in later years.

The graph on the next page shows the actual and expected multi-year trend in student numbers.

It is visible is that the total number of students enrolled is higher in the corona years 2020 to 2022 and then declines (as a result of a higher intake, but also higher adjusted outflows) to a level of reference year 2019 with just over 25,000 students.



10.5.7 Introduction multi-year budget

The multi-year budget has been prepared based on the 2023 budget.

The university steers towards being able to use the earmarked reserves to maximise the budget space available through state funding and tuition fees to fund and support education in the agenda outlined above.

This approach results in a budgeted overall result for 2023 of a negative amount of € 17.2 million, of which € 10.4 million will be withdrawn from the earmarked reserves and € 6.8 million can be considered an allowable coverage deficit (the budget result) in line with the 2023 university of applied sciences budget.

For the years up to 2027, this line will be continued. For these years too, we are aiming for a negative overall result, incidentally within a prudent range of the adopted multi-year policy.

A more extensive multi-year insight into the structure of the budget, by structural and incidental components, has been newly added to this multi-year budget.

This extensification follows the fact that, from 2021 onwards, the budget outline is heavily influenced by incidental effects due to added NPO funds and the policy rule to carry forward underspending on budgets from previous years to future years.

The following further explains the assumptions underlying the multi-year budget. This multi-year budget - including the 2023 budget - has been approved by the Supervisory Board.

10.5.8 Principles for the multi-year budget

Non-structural NPO funding is part of the multi-year budget

Chapter 4 ('Nationaal Programma Onderwijs') explained that the university has received additional funds from the NPO in the years 2021 and 2022. These funds will be used up to and including 2024, which means that for these years a substantial increase can be calculated in the government contribution which, for all years combined, amounts to € 25.4 million (of which € 12.7 million in lump-sum funding for 2021).

The remaining amount is detailed in the university budget on the basis of planning for the so-called quality and innovation funds (totalling € 5.4 million) and earmarked funds⁴ in the amount of € 13 million, spread over the years 2021 to 2024.

⁴ Refer to 'Planuitwerking Bestuursakkoord NP Onderwijs Haagse Hogeschool' (Plan Detailing Administrative Agreement National Education Programme for The Hague University of Applied Sciences), also explained in Chapter 4.

Deployment of NPO funds is budgeted as budget neutral: additional funds = additional expenses

The guiding principle for detailing was that the income allocated to any year according to the plans should actually be spent in that year. This means, therefore, that a neutral result effect was budgeted for the years 2022 through 2024.

2021 and 2022 showed that implementing all plans and intentions at the envisaged pace poses a challenge, as implementation depends heavily on resources deployable for these plans. This has already resulted in a shift of funds to 2023 and 2024 in the multi-year budget.

Underspending of the budget from an earlier year leads to additional funds available in the future

As laid down in the financial policy principles of the framework letter, if a previously closed financial year shows underspending of the budget result, using this underspending for operations in later years it is possible within the financial frameworks of the university of applied sciences.

10.5.9 Multi-year budget

Multi-year forecast operating statement (in mil.)	Realisation 2022	Budget 2023	MYP 2024	MYP 2025	MYP 2026	MYP 2027
INCOME						
Government contribution	216.8	199.9	189.5	188.5	188.4	189.8
Government contribution subsidies	0.7	0.5	0.5	0.5	0.5	0.5
Other government contributions and subsidies	0.9	1.0	1.5	1.5	1.5	1.5
Tuition fees	35.7	51.3	52.4	52.2	52.2	52.2
Contract education	2.7	2.5	2.8	2.8	3.0	3.2
Contract research	3.9	3.1	4.0	4.0	4.0	4.0
Other income	5.6	3.8	4.0	4.0	4.0	4.0
Total income	266.3	262.1	254.7	253.5	253.6	255.2
EXPENSES						
Employee expenses	209.9	217.8	202.6	195.8	195.5	196.9
Depreciation	17.6	18.8	20.6	21.1	20.4	19.1
Housing costs	15.0	13.8	14.0	14.0	14.0	14.0
Other institutional expenses	27.0	28.9	28.8	29.0	29.0	29.0
Total expenses	269.5	279.3	266.0	259.9	258.9	259.0
Balance of income and expenses	-3.2	-17.2	-11.3	-6.4	-5.3	-3.8
Financial income and expenses	0.2	-0.0	-	-	-	-
Total result	-3.0	-17.2	-11.3	-6.4	-5.3	-3.8
charged to housing reserve	5.0	5.5	6.4	6.4	5.3	3.8
charged to education reserve	-	-	-	-	-	-
charged to promotion voucher reserve	0.2	0.4	-	-	-	-
charged to education reserve	-0.2	0.4	-	-	-	-
charged to research group	0.4	1.4	-	-	-	-
charged to DER reserve	-0.1	-	-	-	-	-
charged to private activities reserve	-	-	-	-	-	-
charged to SAF reserve	-0.1	0.2	0.1	-	-	-
charged to the NPO Q&I reserve	2.6	2.7	-	-	-	-
Deployment of reserves	7.8	10.6	6.5	6.4	5.3	3.8
Budget result	4.8	-6.6	-4.8	0.0	0.0	-0.0

Non-structural NPO resources and deployment of reserves are defining features of the multi-year budget

The multi-year budget paints an unbalanced picture. Until 2023, there is a surplus of income and from 2024 a decline that appears to be structural for the subsequent years. This is the actual task of The Hague University of Applied Sciences; to focus on intensive counselling for students with study delays *and* to invest in the strategic plan, this in the years 2023 - and to a lesser extent also 2024, in which a lot of temporary resources are still available. In subsequent years - based on unchanged student numbers - we cannot count on a level of non-structural resources comparable to previous years.

In fact, this projection means we have to anticipate a timely reduction of the temporary workforce from 2024. This is explained in more detail below.

Notes to income

Visible is how, from 2023 onwards, a decreasing size of the government contribution can be taken into account, to a large extent because the NPO funds disbursed in 2021 and 2022 can no longer be expected in subsequent years.

On the other hand, the further detailing of the multi-year budget shows the impact of a shift of the deployment of resources towards the future.

This is clear from the overview below, which distinguishes between structurally available funds and non-structurally available funds. It makes visible that additional funds are available in the years 2023 to 2024 in particular. These are largely funds that could not be spent in 2021 and 2022.

Multi-year forecast of available funds (in mil.)	Realisation 2021	Realisation 2022	Budget 2023	MYP 2024	MYP 2025	MYP 2026	MYP 2027
Government grant structural	177.2	194.7	193.8	188.1	188.5	188.4	189.8
Government grant non-structural	12.6	5.2	6.1	1.4	0.0	0.0	0.0
Total government grants	189.8	199.9	199.9	189.5	188.5	188.4	189.8
Tuition fees	50.4	52.6	51.4	52.4	52.2	52.2	52.2
Deployment of earmarked reserves	-0.8	7.8	10.6	6.5	6.4	5.3	3.8
Deployment of general reserve	-5.0	-4.8	6.6	4.8	0.0	0.0	0.0
Total deployment of reserves	-5.8	3.0	17.2	11.3	6.4	5.3	3.8
Total available funds	234.4	255.5	268.5	253.2	247.1	245.9	245.8
Structural	227.6	247.3	245.2	240.5	240.7	240.6	242.0
Non-structural	6.8	8.2	23.3	12.7	6.4	5.3	3.8
Relative size of non-structural funds	3%	3%	9%	5%	3%	2%	2%

- As a result of an underutilisation of spending in 2021 and 2022, the NPO funds will largely transfer to 2023 with a run-off in 2024. Given the observed increasing study delay and long-term study issues, a longer spending period for these funds in 2024 is desirable.
- Something similar applies to the so-called NPO Quality & Innovation funds that have been set aside from the NPO lump sum of 2021 (total € 5.4 million) whereby it was agreed, that these may be used for several years up to and including 2024.

Substantial funds are available from the use of the general reserve in 2023 and 2024 due to the underspending in the 2021 and 2022 authorised budget results.



As a result, more funds are available for the 2023 and 2024 years than in later years.

- In the multi-year budget, the estimations relating to contributions from contract education and contract research are modest for the purpose of a conservative view.

Explanation of expenses

Multi-year view of development of employee expenses

- 2021 and 2022 saw a growth of 191 FTEs (of which 153 FTEs in Teaching Staff). For 2023, we foresee a growth of 106 FTEs.
This increase stems from the availability of NPO funds in 2021 and 2022 to remedy delays in education and can largely be seen as a temporary expansion. This allows us not only to invest more in education and delays in education, but also to make the necessary internal changes.
- For the years after 2024, the available resources are under pressure, which is mainly felt on employee expenses; further adjustment is also necessary after NPO.
This is where the effect of pressurised student numbers and expiring NPO funds is reflected. On the other hand, this also brings a volume of temporary work to an end.
Because there is no structural money from these funds, the employee expenses for 2024 and subsequent years will have to be reduced.

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

Student to staff ratio (FTEs)	Realisation 2022	Budget 2023	Estimate 2024	Estimate 2025	Estimate 2026	Estimate 2027
Student numbers	25,340	25,220	25,062	25,032	25,130	25,044
Staffing in FTEs *)						
(A) Primary process employees (TS)	1,318	1,330	1,241	1,203	1,202	1,207
Board/Management	66	67	65	65	65	65
Support staff	617	710	643	609	608	611
(B) Total ESS	683	777	708	674	673	676
Total staffing	2,001	2,107	1,949	1,877	1,875	1,883

* averages of FTE per year, excl. participants

In practical terms, this development means that the increase in the years 2021 to 2023 will be reduced again in the years 2024 and 2025. In fact, as far as we can foresee at present, normal operations will be restored from 2026.

Depreciation and housing costs

- Depreciation and housing costs have been estimated taking into account currently known investments (including in quality investments and sustainability).
For the sustainability theme, the multi-year budget provides for an investment volume of € 21.8 million.
This set-up does not yet take into account additional investments that may follow from a new multi-year housing master plan (expected to be delivered in 2023).
The updated housing costs (especially in depreciation) are withdrawn from the housing reserve to the extent that these costs exceed the standardised capacity from the government grant.

Other institutional costs

- For other institutional costs, the multi-year budget assumes a cost increase to a level of € 29 million per year. These higher costs are not further specified by underlying cost types, but can be considered realistic from an upward pressure on university-wide budgets (e.g. IT costs, but also higher charges for communication, marketing etc).

Multi-year development of balance sheet and financial positions

Multi-year forecast balance sheet as at 31-12 (in mil.)	Realisation 2022	Budget 2023	MYP 2024	MYP 2025	MYP 2026	MYP 2027
ASSETS						
NON-CURRENT ASSETS:						
Property, plant and equipment	139.4	142.5	137.6	131.3	121.4	111.7
Total non-current assets	139.4	142.5	137.6	131.3	121.4	111.7
CURRENT ASSETS:						
Receivables	9.7	7.8	7.8	7.8	7.8	7.8
Bank and cash	66.1	45.9	36.7	35.0	38.3	42.8
Total current assets	75.8	53.7	44.5	42.8	46.1	50.6
Total assets	215.2	196.2	182.1	174.1	167.5	162.3
LIABILITIES						
EQUITY						
General reserve	77.4	70.7	66.0	65.9	66.0	65.9
Earmarked reserve (public)	36.9	26.5	19.9	13.5	8.2	4.5
Earmarked reserve (private)	-1.1	-1.1	-1.1	-1.1	-1.1	-1.1
Earmarked fund (public)	2.8	2.8	2.8	2.8	2.8	2.8
Total equity	116.0	98.9	87.6	81.1	75.9	72.1
BORROWED CAPITAL						
Provisions	13.6	13.1	12.3	11.1	10.8	10.5
Non-current liabilities	17.1	15.7	14.3	12.9	11.4	10.0
Current liabilities	68.5	68.5	67.9	69.0	69.4	69.7
Total borrowed capital	99.2	97.3	94.5	93.0	91.6	90.2
Total liabilities	215.2	196.2	182.1	174.1	167.5	162.3

Multi-year key figures	Realisation 2022	Budget 2023	MYP 2024	MYP 2025	MYP 2026	MYP 2027
Solvency 2 (Equity+Provisions/Total Capital)	60.1%	57.1%	54.9%	53.0%	51.8%	50.9%
Current Ratio (CA/CL)	1.11	0.78	0.66	0.62	0.66	0.73
Profitability (operating result/total income)	-1.1%	-6.6%	-4.4%	-2.6%	-2.1%	-1.5%

As a result of higher withdrawals from reserves (housing, NPO, budget underutilisation), we allow profitability to deteriorate for future years in favour of education and support funding.

From the current wider liquidity position and, for the time being, the non-inclusion of a multi-year housing investment ambition, the raising of a second treasury loan has been dispensed with in this forecast. Once the multi-year housing plans are available, however, it can be expected that such a new loan will be necessary. In that event and also with a possible refinancing of the current loan, corresponding (higher) interest expenses can be taken into account.

Then it will also be possible to improve the current ratio, which is still very generous in 2022 and 2023 but remains slightly below the ministry's signalling value (0.75) in later years. Moreover, even in the current estimate, it remains at an acceptable level.

Finally, as a result of the foreseen development, equity falls in line with previous expectations. At year-end 2027, we are heading towards a solvency ratio approaching the internal limit of 50 per cent.

Chapter 11

Report and compilation Supervisory Board



Preface

As in 2021, the pandemic in the year under review demanded a lot from all those involved. Fortunately, as of 15 January 2022, universities were fortunately reopened for physical on-site education. Meetings and working visits of the Supervisory Board could again physically take place during the year under review. The Supervisory Board once again expresses its appreciation for the flexibility of the students, staff, managers and the Executive Board during a period in which also other issues demanded attention, such as the war in Ukraine.

On 1 April 2022, institutional quality assurance was assessed through the Institutional Quality Assurance Review (IQAR). An NVAO panel issued a positive opinion after a successful visit. By letter dated 28 June 2022, the NVAO confirmed the decision to grant unconditional IQAR recognition to The Hague University of Applied Sciences. The Hague University of Applied Sciences thus meets the additional conditions from the 2020 assessment. The Supervisory Board is obviously proud of this result. In line with 2021, four strategic priorities/focus points, also referred to as the 'QIWI', took centre stage in 2022: improving the quality of education and research, innovation in education, staff and student welfare, and promoting intake. These priorities and their progress formed the common thread in discussions between the Supervisory Board and the Executive Board during the year under review and were thus guiding for the agenda of the board.

It also focused on the interpretation and creation of the new strategic plan 2023-2028, in which the Supervisory Board played an active role.

Vision of supervision and supervisory framework

The board follows the supervisory framework as adopted and published in 2015. The Supervisory Board adheres to the governance philosophy formulated in the current strategic plan and in its supervision seeks a proper balance between the four elements of this philosophy: interaction and connection, inspiration and values, monitoring and measuring, boundaries and rules.

The supervisory framework will be reviewed in 2023 as a result of the new strategic plan 2023-2028, which came into being during the year under review, and as a result of the new sector code of good governance of the Vereniging Hogescholen (expected to be completed in the summer of 2023).

Principles of 'good governance'

The principles of good governance have been laid down by the universities of applied sciences in the Sector Code of Good Governance of the Vereniging Hogescholen. The Supervisory Board and the Executive Board integrally endorse this code from November 2019 and work based on the shared belief that good governance is characterised by clarity, integrity and accountability for strategy, results and risks.

In accordance with the industry code, the members of the Supervisory Board are independent; they have 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 university 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 De Haagse Hogeschool (Administrative and Management Regulations of The Hague University of Applied Sciences), which were updated during the year under review. The regulations of the Supervisory Board specify the relationship between board and supervision based on the relevant provisions of the law, the Articles and the sector code. The Articles, the administrative and management regulations, and Supervisory Board regulations are in line with organisational development and applicable legal provisions.

Exercising supervision

Cooperation between the SB and the EB was open, critical and constructive during the year under review. The content of consultations with the EB was mainly determined by the annual planning, PDCA cycle, the THUAS governance agenda 2022 and the multi-year perspective. The tasks of the SB - as employer, supervisor and sounding board for the executive board - were properly balanced. In 2022, there were no issues involving (potentially) conflicting interests of members of the SB or EB. Also refer to Paragraph 8.3: Risk management, under 'report from the supervisory body'.

Supervisory Board: self-evaluation

In September 2022, the self-evaluation of the SB took place based on the results of a survey of the SB's employer duties (conducted by an external agency in 2021) and a questionnaire. The conclusion is that progress has been made. The SB has a clear focus and an eye for the role of supervisor, employer and discussion partner. The composition of the SB is diverse and dialogue within the SB and with the EB is open and constructive. The provision of information is good and there is regular contact with directors, professors and staff during working visits, in committee meetings and in SB meetings. The SB was also actively involved in the stakeholder dinners as part of the new strategic plan. For 2023, a team session - including self-evaluation - is planned, led by an external party. The outcomes will be taken into account when updating the monitoring framework. In the year under review, parts of the (re)appointment procedure for members of the EB were tightened.

Supervisory Board: composition and internal affairs

In 2022, the composition of the council has not changed.

Sandra Lutchman was reappointed for a four-year term from 1 June 2022.

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/ reappointable as of	date of resignation	position	ancillary position
Prof. Dr R.H.J.M. Gradus	Jun-15	Jun-19	Jun-23	member	chairman of the Audit Committee
J.F.M. van Rooijen, MBA	Oct-16	Oct-20	Oct-24	member	member of the Audit Committee
S. Lutchman, LL.M.	Jun-18	Jun-22	Jun-26	member	member of the Selection and Remuneration Committee
Drs K.F.B. K. Baele	Jun-20	Jun-24	-	secretary	chairman of the Education & Research Committee nominee member University Council
Drs M.M. van Zuijlen	Aug-21	Aug-25	-	chairman	chairman of the Selection & Remuneration committee
Prof. Dr J.R. ter Horst	Oct-21	Oct-25	-	member	Member of the Education & Research Committee

Executive Board: composition and functioning

In 2022, the composition of the Executive Board changed. Rajash Rawal has resigned as a member of the Executive Board of The Hague University of Applied Sciences on 31 August 2022, at the end of his first term of appointment. Arend Hardorff has been appointed to take over his seat in the board with effect from 1 September.

Annually, the Supervisory Board discusses the performance of the Executive Board based on the result agreements made.

Activities of the Supervisory Board

Every regular meeting, the board was updated by the Executive Board on the basis of an administrative outline, which included as fixed items: the current state of affairs around education and its impact on education, research and support, policy developments, personnel matters and external relations and issues.

The Supervisory Board held six meetings, with the usual discussion and decision items on the agenda in line with the PDCA cycle, such as the framework letter, the budget, the University Monitor and the financial statements.

In June, the 2021 financial statements were discussed and approved in the presence of the auditor.

The 2023 budget was approved on 12 December 2022, subject to a positive opinion from the University Council (it issued a positive opinion on 15 December 2022).

During the year under review, attention was paid to active participation of the board in the process of developing the strategic plan 2023-2028. Other agenda items included: IT, intake, portfolio development, student welfare, quality agreements, National Education Programme and the evaluation of the centres of expertise.

Working visits

In 2022, the Supervisory Board made three working visits to faculties and centres of expertise.

The informal format of a working visit offers the board valuable insight into the organisation of the university of applied sciences.

WNT 2022 Classification

As of the 2016 financial year, there is a remuneration cap under the 'Wet normering topinkomens' (WNT; Executives' Pay (Standards) Act), based on a regulation with institutional criteria linked to the administrative complexity of the institution. The regulation stipulates that the determination of remuneration classifications is made by the Supervisory Board. The total number of complexity points is 19 (equal to 2021). The remuneration classification was set at class G with a remuneration cap for board members of € 216,000.

SB involvement in quality agreements

In the original multi-year plan, the Supervisory Board was involved in choosing the themes from the sector agreement on which The Hague University of Applied Sciences wants to spend the study advance funds and in formulating the goals and intentions. The board monitors the progress of the quality agreements, including through discussions as regards the substance of this topic in the Audit Committee and the Education & Research Committee. On 11 April 2022, the board approved the account rendered for the 2021 quality agreements. With approval, it took note of the positive opinion of the NVAO on the 2021 annual report, which gives a good insight into the progress of the intentions under the quality agreements, with our institution meeting both criteria in the protocol.

Contact between the Supervisory Board and participation bodies

The Supervisory Board considers the consultation with the central participation bodies to be an important internal source of information on policy development and implementation and thus on the results and quality of the university of applied sciences. The participation bodies' right of consent and advice is implemented in accordance with the 'Wet versterking bestuurskracht' (Strengthening Governance Act). One example is the involvement of the University Council in the procedure and appointment of a new member of the Executive Board. The supervisor appointed on the recommendation of the participation bodies has periodic consultations with the participation bodies.

A representation of the board held regular consultations with the University Council in May and November 2022. Specific topics discussed with the University Council during the reporting year included: the strategic plan in relation to executive power, IT, study career guidance, workload and the procedure surrounding the (re)appointment of Executive Board members.

In August, an SB representation met the (partially new) University Council at the annual kick-off conference of the Executive Board and the University Council.

Supervisory Board committees

Audit Committee

The Audit Committee met seven times during the year under review. One additional meeting was called. That one was all about IT.

Based on its involvement within the various stages of the P&C cycle, the Audit Committee includes efficiency as part of its supervisory duties. In doing so, the Audit Committee noted that this is done soundly, by addressing the safeguards built into the budget and accountability process to achieve the planned results with the available resources.

The Audit Committee had regular updates on progress by the finance portfolio holder within the Executive Board and the auditor. As is customary, when discussing the auditor's report, the audit committee also met with the external auditor outside the presence of EB members and other permanent employees of The Hague University of Applied Sciences normally present.

Regular topics of discussion were the components of the P&C cycle: framework letter, budget, periodic management reports and financial statements, multi-year budget, the audit plan, the management letter and the auditor's report. Further topics discussed were the Annual Data Protection Officer Report, the multi-year housing strategic plan, the administrative accountability on the quality agreements and NPO funds 2021, the progress of Future IT (progress in a

general sense, the Future IT Diagnosis Report and the organisational development within F&IT), information security and (fraud) risk management as well as the 2023 auditor tender.

Education & Research Committee

Prior to the committee meeting, members of the Education & Research Committee speak with various groups/parties within the university of applied sciences. This year talks were held with owners of/parties responsible for various topics: Data Science & AI, Lifelong Development, BrightSpace and the chain process in the context of student support. This committee met six times, with the regular topics being education quality, research and development of centres of expertise, intake and study success, the University Monitor and student satisfaction. In this context, the topics discussed during the year under review included portfolio development, student welfare and counselling, hybrid study activities, evaluation of the centres of expertise and knowledge security.

Selection and Remuneration Committee

The Selection and Remuneration Committee met twice in 2022. Items discussed included: the recruitment of a new EB member, the reappointment of an SB member, the update of the appointment procedure for EB members, social safety, the integrity code and diversity and inclusion.

During the year under review, career development interviews were held with the EB members. The chairman of the relevant SB committee conducted the interview with the relevant EB member together with a member of the Selection & Remuneration Committee.

Remuneration policy for the Executive Board

The year under review gave no reason to adjust the main lines of the remuneration policy:

- Each year, the Supervisory Board determines the remuneration class in accordance with the WNT on the recommendation of the Selection and Remuneration Committee.
- The remuneration consists of a fixed component only; variable remuneration components are not granted.
- The pension allowance is related to the ABP 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 submitted by the Executive Board are approved subject to the responsibility of the chairman of the Supervisory Board. Administrative expenses and expense claims of the EB in 2022 are in accordance with the regulation of the Vereniging van Hogescholen. The hardship clause was not used in 2022. A summary of claims and board expenses is included in paragraph 8.2.

Remuneration policy for the Supervisory Board

For the remuneration of its own members, the Supervisory Board fully follows the frameworks of laws and regulations. Within these frameworks, the board pursues policies based on the following considerations:

The remuneration of supervisors should be related to the real commitment and time a supervisor spends on his task, as also stated by the explanatory note to the act.

The board considers restraint appropriate with regard to its remuneration, given the public debate on remuneration at the top.

For the standardisation of its remuneration, the board focuses on the position of The Hague University of Applied Sciences compared to other universities of applied sciences and in particular on the five large universities of applied sciences in the Randstad conurbation (G5). THUAS is the smallest of these G5 universities and the board considers a corresponding remuneration appropriate.

In 2022, the remuneration of the SB was 10 per cent of the WNT standard for the chairman and 7.5 per cent of the WNT standard for a member.

Remuneration for Supervisory Board members

Position	Remuneration 2022	Max. WNT 2022
Chairman	€ 21,600	€ 32,400
Member	€ 16,200	€ 21,600

Council members can claim travel expenses and expenses for professionalisation. A breakdown of remuneration 2022 by board member is included in the financial statements.

Financial Statements 2022



A.1.1 Balance sheet as at 31 December 2022 (after profit appropriation)

(Amounts x € 1,000)

	31-12-2022		31-12-2021	
Non-current assets				
1.2 Property, plant and equipment	139,433		142,795	
Total non-current assets		139,433		142,795
Current assets				
1.5 Receivables	9,646		7,968	
1.7 Bank and cash	66,093		52,266	
Total current assets		75,739		60,234
Total assets		215,172		203,029
Liabilities				
2.1 Equity		116,038		119,098
2.2 Provisions		13,557		12,560
2.3 Non-current liabilities		17,142		18,571
2.4 Current liabilities		68,435		52,800
Total liabilities		215,172		203,029

A.1.2 Statement of income and expenditure for 2022

(Amounts x € 1,000)

	2022		Budget 2022		2021	
Income						
3.1 Government grants	217,479		213,888		198,373	
3.2 Other government grants and subsidies	939		947		2,466	
3.3 Tuition fees	35,681		35,309		42,426	
3.4 Income from work commissioned by third parties	6,618		5,716		7,352	
3.5 Other income	5,612		3,717		4,055	
Total income		266,329		259,577		254,672
Expenses						
4.1 Employee expenses	209,916		217,352		195,779	
4.2 Depreciation	17,625		19,449		17,492	
4.3 Housing costs	14,980		12,066		12,298	
4.4 Other expenses	27,046		26,786		23,319	
Total expenses		269,567		275,653		248,888
Balance of income and expenses		-3,238		-16,076		5,784
5. Financial income and expenses		178		-20		-4
Result		-3,060		-16,096		5,780
6. Taxes		-		-		-
Total result		-3,060		-16,096		5,780

A.1.3 Cash flow statement for 2022

(Amounts x € 1,000)

	2022		2021	
Cash flow from operating activities				
Balance of income and expenses		-3,238		5,784
Adjustments for:				
4.2. Depreciation and amortisation	17,430		17,266	
2.2. Movement in provisions	997		206	
		18,427		17,472
Movement in working capital				
1.5. Receivables	-1,678		590	
2.4. Current liabilities	15,635		-1,232	
		13,957		-642
Cash flow from operating activities		29,146		22,614
5.1. Financial income received	266		72	
5.5. Financial expenses paid	-88		-76	
		178		-4
Total cash flow from operating activities		29,324		22,610
Cash flow from investing activities				
1.1. Investments in intangible assets	-		-	
1.1. Disposals of intangible assets	-		-	
1.2. Disinvestments in property, plant and equipment	-14,661		-16,917	
1.2. Disinvestments in property, plant and equipment	593		226	
1.3. Financial non-current assets	-		-	
Total cash flow from investing activities		-14,068		-16,691
Cash flow from investing activities				
2.3. New loans taken out	-		8,000	
2.3. Repayment of non-current liabilities	-1,429		-	
Total cash flow from financing activities		-1,429		8,000
Movement in bank and cash		13,827		13,919
1.7. Opening balance in bank and cash		52,266		38,347
1.7. Movement in bank and cash		13,827		13,919
Closing balance in bank and cash		66,093		52,266

Accounting principles

General notes

The financial statements were approved by the SB on 28 June 2023.

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, also known as De Haagse Hogeschool (The Hague University of Applied Sciences).

The organisation is a foundation whose main activity is to provide higher professional education.

The 2022 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. Where necessary for the required insight, the nature of these judgements and estimates, including the associated assumptions, is included in the notes to the relevant financial statement items.

Related parties

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

No significant related party transactions outside normal market conditions were entered into in the year 2022.

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 is included in 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.

General principles

The 2022 financial statements of The Hague University of Applied Sciences have been prepared in accordance with the statutory provisions of Title 9 Book 2 of the Dutch Civil Code and the Richtlijnen voor de jaarverslaggeving (Guidelines for Annual Reporting) issued by the Raad voor de Jaarverslaggeving (Dutch Accounting Standards Board). These provisions apply under the Regeling Jaarverslaggeving Onderwijs (Education Reporting Regulations).

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

Comparison with previous year

The accounting policies adopted remained unchanged compared to the previous year. Where necessary for the purpose of insight into the financial statements, the comparative figures of 2021 have been adjusted.

Currency

The reporting currency of the financial statements is the euro; this is both the functional and presentation currency. Income and expenses 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 expenses on a straight-line basis over the term of the contract. Time commitments are explained in 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.
From 1-1-2004, under the OKF (Reversal of Capital Service Financing) operation, the book value of the main building at Laakhaven will be depreciated on a straight-line basis in 22 years and 8 months.

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

Multi-Year Maintenance

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

Depreciation method Linear based on economic life from the time of commissioning.
Different depreciation periods are used in the clusters below.

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

Land

Valuation Gross purchase price (OKF (Reversal of Capital Service Financing) operation), acquisition price or redemption price for perpetual ground rent.

Depreciation methodology Land is not depreciated.

Inventory and equipment

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

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

Depreciation method Depreciation is calculated on the acquisition value less target grants on a time proportion basis from the month the asset was put into operational service. The depreciation period ranges from 3 to 15 years.

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

Valuation Acquisition price or lower market value.

Depreciation methodology 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 declared instalments. If, on balance, pre-invoicing applies, this has been recognised for 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 expenses upon completion of the assignment, as it can often not be determined with certainty beforehand whether a project will have a positive outcome. Interim proven losses are recognised directly in the result.

Accounts receivable, prepayments and accrued income

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

- Debtors (other than student debtors), which are older than or equal to 365 days at the balance sheet date, are 100 per cent included in the provision for debtors.
- Accounts receivable (other than student receivables), which are older than 90 days and younger than 365 days at the balance sheet date, are for 30 per cent included in the provision for accounts receivable.
- Outstanding receivables relating to tuition fees to be collected for previous academic years (student receivables) are 100 per cent 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 is made up 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) 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 resources will be required and the amount of which can be reasonably estimated. The amount of the provision is determined by the best estimate of the amounts necessary to settle the related liabilities and losses on balance sheet date. Provisions are measured at nominal value, except those measured at present value where the effect of time value is material. A notional interest rate, based on the Central European Bank's interest rate, is used.

Anniversary provision

A provision has been made for future anniversary disbursements. The amount of the disbursement is determined based on a probability calculation that the anniversaries (25, 40 or 50 years) will be achieved. The expected disbursements are discounted at 0.8% (2021 0.8%).

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 was determined using the maximum benefit duration and a probability calculation based on the historical duration of benefits. The expected benefits are discounted at 0.5% (2021 0.5%).

Provision for sustainable employability and working time reduction for seniors

The provision has been created for rights of paid leave which can be claimed in future reporting periods and which can be reserved as at the balance sheet date. In addition, the provision for working time reduction for seniors includes a probability calculation for employees who may benefit from the scheme as of future reporting periods. This provision is discounted at 0.5% (2021 0.8%).

Provision for 'Wet arbeidsmarkt in balance' (WAB; Balanced Labour Market Act)

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

Permanent long-term illness provision

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

Owners' association Sportcampus Zuiderpark provision

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

Non-current liabilities

Non-current liabilities are measured at fair value on initial recognition. Transaction costs directly attributable to the acquisition of non-current liabilities are included in the measurement at initial recognition. Non-current liabilities are measured at fair value on initial recognition.

Current liabilities

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

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

Principles for determining the result

Income and expenses 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 expenses allocated to the reporting year and financial income and expenses.

Government grants, other government contributions and subsidies

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

In the financial statements, The Hague University of Applied Sciences has recognised the defined benefit scheme with the Stichting Bedrijfspensioenfond ABP (ABP Company Pension Fund Foundation) using the obligation approach. This pension scheme is subject to the provisions of the Dutch Pensioenwet (Pensions Act) and premiums are paid by the institution on a mandatory or contractual basis. The ABP uses average pay as the pensionable salary base. The ABP intends to increase pensions each year by the average increase in wages in the government and education sectors. When the funding ratio is below 105%, no indexation takes place. The funding ratio as at 31-12-2022 is 110.9%. The risk of underfunding can only lead to potentially higher premiums in the future, which are then recognised as a period charge. Premiums are recognised as employee expenses as they fall due. Prepaid premiums are recognised as prepayments and accrued income if they result in a refund or a reduction in future payments. Premiums not yet paid are recognised as a liability on the balance sheet.

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

Depreciation

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

Housing costs

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

Other costs

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

Interest income

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

Interest expenses

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

Taxes

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

Financial instruments and risk management

Currency risk

The university 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

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

Interest rate and liquidity risk

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

With a current ratio of 1.11, well above the signalling limit, liquidity risk is mitigated.

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

Credit risk

The university 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

As of 1 January 2004, the final determination was made of the acquisition value of the buildings taken over as part of the 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. This revised carrying amount is the basis of the depreciation method applied from 1 January 2004.

Refurbishments 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 mil. 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 2022						
Acquisition or manufacturing prices	232,165	18,335	43,421	4,375	415	298,711
Cum. depreciation and impairment	127,765	-	28,151	-	-	155,916
Carrying amounts	104,400	18,335	15,270	4,375	415	142,795
Movements						
Investments	10,193	-	4,145	323	-	14,661
Disinvestments	-1,917	-	-	-	-	-1,917
Depreciation	-12,502	-	-4,928	-	-	-17,430
Reclassification	4,232	-	-	-4,232	-	-
Impairment	-	-	-	-	-	-
Reversal of impairment	-	-	-	-	-	-
Depreciation of disinvestments	1,324	-	-	-	-	1,324
Balance	1,330	-	-783	-3,909	-	-3,362
Balance as at 31-12-2022						
Acquisition or manufacturing prices	244,673	18,335	47,566	466	415	311,455
Cum. depreciation and impairment	138,943	-	33,079	-	-	172,022
Carrying amounts	105,730	18,335	14,487	466	415	139,433

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	147,750	01-01-2021
Insured value of buildings	321,437	01-01-2022

Current assets

1.5 Accounts receivable

	31-12-2022		31-12-2021	
Receivables	1,607		1,084	
Students/participants/course participants	1,667		2,282	
Provision for bad debts	-529		-727	
		2,745		2,639
Grants yet to be received:				
M. of Education Culture and Science/Economic Affairs	139		112	
Municipalities	94		96	
Other governmental authorities	1,164		950	
Other subsidies	124		4	
		1,521		1,162
Prepayments and accrued income:				
Prepaid expenses	3,996		3,264	
VAT/Withholding tax receivable	47		362	
Other	1,337		541	
		5,380		4,167
Total receivables		9,646		7,968

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:

	2022	2021
Balance as at 1 January	-727	-796
Withdrawal	115	292
Addition/release	83	-223
Balance as at 31 December	-529	-727

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

1.7 Bank and cash

	31-12-2022	31-12-2021
Balances in bank and giro accounts	23,093	52,198
Deposits and savings accounts	43,000	68
Total cash and cash equivalents	66,093	52,266

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

A €43m deposit was opened in treasury banking at the end of 2022. The term of this deposit is six months at an interest rate of 2.12%.

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

Liabilities

2.1. Equity

Changes in equity 2022

	Balance as at 01-01-2022		Result	Other movements	Balance as at 31-12-2022	
General reserve						
General reserve (public)		72,715	4,122	598		77,435
Earmarked reserves (public)						
Education	1,829		-223	-	1,606	
NPO Quality & Innovation	5,160		-1,961	-598	2,601	
Study advance funds	205		130	-	335	
Housing	31,065		-5,016	-	26,049	
Research	6,486		-168	-	6,318	
		44,745				36,909
Earmarked reserves (private)						
Contract activities		-1,063	-	-		-1,063
Earmarked fund (public)						
DER		2,701	56	-		2,757
Total equity		119,098	-3,060	-		116,038

Changes in equity 2021

	Balance as at 01-01-2021		Result	Other movements	Balance as at 31-12-2021	
General reserve						
General reserve (public)		67,689	4,888	138		72,715
Earmarked reserves (public)						
Education	1,867		-38	-	1,829	
NPO Quality & Innovation	-		5,160	-	5,160	
Study advance funds	-		205	-	205	
Housing	35,593		-4,528	-	31,065	
Research	7,013		-389	-138	6,486	
		44,473				44,745
Earmarked reserves (private)						
Contract activities		-1,063	-	-		-1,063
Earmarked fund (public)						
DER		2,219	482	-		2,701
Total equity		113,318	5,780	-		119,098

Profit appropriation

The net result as presented in the statement of income and expenditure for 2022 is a negative amount of € 3.1 mil.

Reserve earmarked for Education

The reservation presented here concerns the fund for doctoral candidates. The difference between the allocation from the government grant of € 97k and the actual costs incurred of € 320k is withdrawn from the earmarked reserve. For 2022, this leads to a withdrawal of € 223k. Furthermore, through this earmarked reserve, the costs for innovation projects in education are directed, for which €1.0 mil had been earmarked in 2022. Over 2022, there is no allocation from the innovation fund to the reserved earmarked for education.

Reserve earmarked for NPO Quality & Innovation funds

In line with the memorandum 'Distribution NPO lump-sum funds' adopted on 8 April 2021, unspent NPO funds for Quality & Innovation projects will remain available for the defined Quality & Innovation projects via a newly formed earmarked reserve. In 2022, the withdrawal amounted to € 1,961k.

Reserve earmarked for study advance funds

The underspending on two projects funded from the study advance funds, the honours programme and the student budget (together € 130k), will be reserved via the result appropriation for spending in 2023 and 2024. The remaining underspends (together € 373k) have already been factored into the result and are credited to the general reserve.

Reserve earmarked for Housing

Annually, an amount is set aside from the from the government grant for housing. Housing-related costs are deducted therefrom. The resulting result is added/withdrawn annually to the Housing reserve. For 2022, the withdrawal was € 5,016k.

Reserve earmarked for Research

Every year, the framework letter serves to determines what part of the government grant shall be reserved for research groups and centres of expertise. An earmarked reserve is built up for funds allocated to research groups, to which lecturers are connected for several years (in principle appointed for a period of 6 years) and by which timing differences between costs and revenues in the plan period of the research group can be absorbed. In 2022, this led to a withdrawal of € 354k.

From the general research reserve built up in the past, € 1,248k was withdrawn in 2022. This is the difference between the allocated amount for research in faculties and services and the realisation.

The budget of € 1,434k for practice-oriented research from the administrative agreement was not spent in 2022. The budget is set aside for 2024.

Reserve earmarked for Contract activities

The operating result of private education activities was € 571k in 2022.

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

Earmarked DER fund

The surplus on the DER (Decentralised Employment Resources) funds set aside for the year under review was added to the DER appropriated fund. In 2022, the endowment was € 56K. The reserve (fund) built up in the past is sufficient for future withdrawals, this reserve will be gradually reduced in accordance with agreements with the trade unions.

2.2 Provisions

	Balance as at 01-01-2022	Endowments	Withdrawal	Release	Balance as at 31-12-2022	Duration <1 year	Duration 1-5 years	Duration >5 years
Staff provisions								
Anniversary provision	2,120	643	106	161	2,496	112	632	1,752
Redundancy pay provision	1,448	1,505	970	482	1,501	1,142	354	5
Sustainable deployability	3,770	161	468	197	3,266	577	2,689	-
Working time reduction Seniors	4,347	1,576	812	196	4,915	1,368	3,357	190
Provision for 'Wet arbeidsmarkt in balans' (Balanced Labour Market Act)	182	140	118	-	204	144	47	13
Long-term sick	693	635	516	51	761	613	148	-
	12,560	4,660	2,990	1,087	13,143	3,956	7,227	1,960
Other provisions								
Owners' association Sportcampus Zuiderpark	-	458	44	-	414	159	255	-
	0	458	44	0	414	159	255	-
Total provisions	12,560	5,118	3,034	1,087	13,557	4,115	7,482	1,960

Owners' association Sportcampus Zuiderpark

The newly formed provision concerns a reservation for the maintenance of the Sportcampus Zuiderpark. The maintenance that needs to be done for the Sportcampus Zuiderpark is carried out from the owners' association. However, it was decided to keep the reservations for this maintenance in-house with the three parties.

2.3 Non-current liabilities

	Balance long-term portion as at 1-1-2022	Balance short-term portion as at 1-1-2022	Balance total debt as at 1-1-2022	Loans taken out during the period under review	Repayment in 2022	Balance total debt as at 31-12-2022	Balance short-term portion as at 31-12-2022	Balance long-term portion as at 31-12-2022	Amount term 1-5 yr	Amount maturity > 5yrs	Effective interest rate 2022
Payables to OCW / EZ	18,571	1,429	20,000	-	1,429	18,571	1,429	17,142	7,142	10,000	0.1%
Total long-term liabilities	18,571	1,429	20,000	-	1,429	18,571	1,429	17,142	7,142	10,000	

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 m. This is a property financing for which (mortgage) security has been given on the building at Johanna Westerdijkplein 75 and a guarantee has been issued by the Ministry of Education, Culture and Science. The loan has a total term of 15 years with a fixed interest rate of 0.1% and will be repaid on a straight-line basis from 2022. The 2023 repayment portion is accounted for under short-term liabilities.

2.4 Current liabilities

	31-12-2022		31-12-2021	
Pre-invoiced and received instalments Contract education/research		1,644		2,440
Creditors		6,545		5,175
Taxes and social security contributions:				
Payroll tax	9,248		7,699	
VAT payable	453		313	
Premiums and social charges	371		377	
		10,072		8,389
Liabilities in respect of pensions		2,603		2,533
Short-term loan		1,429		1,429
Other Current liabilities		-		12
Accruals:				
Tuition fees received in advance	18,923		10,971	
Holiday allowance	7,944		7,339	
Internationalisation received in advance	949		747	
Grants received in advance OCW /EZ	1,071		904	
NPO funds OCW received in advance	7,622		5,301	
Subsidies amounts received in advance	3,409		2,474	
Outstanding charges	4,957		3,953	
Other accrued liabilities	1,267		1,133	
		46,142		32,822
Total current liabilities		68,435		52,800

Tuition fees received in advance

The amount under advance tuition fees received is € 8 mil. higher compared to 2021 because the halving of tuition fees for the 2022-2023 academic year no longer applies to all students as it did for the 2021-2022 academic year because of Covid.

NPO funds OCW received in advance

The funds included here concern the part of the non-normative government grant received in 2021 and 2022 from the corona envelope and could not yet be spent in the reporting year. The future spending of these funds is set out in the Plan Development Administrative Agreement National Programme Education as adopted by the EB on 21 December 2021 and explained in more detail in the Covid paragraph (chapter 4) of the Directors' report.

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 short-term 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 € 0.4m.
- Off-balance sheet contractual obligations entered into with various suppliers include:

	<1 year	1-5 year	>5 year
ICT-related liabilities	971	184	-
Buildings	2,659	12,333	4,165
Partnerships	3,815	5,199	9,322
Other	286	1,428	571
Total liabilities	7,731	19,144	14,058

- 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 mln 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 mln. 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.
- In September 2022, an undocumented youth was enrolled at The Hague University of Applied Sciences even though the prospective student did not have lawful residence and was not in procedure with the IND at the time. In doing so, The Hague University of Applied Sciences violates the 'Wet op het hogeronderwijs en wetenschappelijk onderzoek (WHW)' (Higher Education and Scientific Research Act) and this has been reported to the minister of OCW, the auditor and the SB. In a written response, OCW indicates that no scope is provided outside the WHW. There difficult situation of these young people is understood and a search for a solution is welcomed, but The Hague University of Applied Sciences is urged to respect the boundaries set by law. The EB takes note of the options for follow-up steps and decides not to terminate the student's enrolment for the time being. The Hague University of Applied Sciences will continue working with the sector to lobby for a legal solution. In doing so, the EB also supports the creation of a covenant in the Hague region, as suggested by the minister.
- Internal analysis revealed that an obligation may apply. At present, the extent of the obligation cannot be estimated and could potentially be material.

Notes to the items of statement of income and expenditure

Income

3.1 Government grants

	2022	Budget 2022	2021
Government grants OCW	216,749	213,423	197,754
Other subsidies OCW /EZ	730	465	619
Total government grants	217,479	213,888	198,373

Movements from budgeted government grants to realised government grant 2022		
Budget 2022		213,423
Changes following the final determination:		
Higher contribution wage/price adjustment	3,424	
Administrative agreement 2022 practice-based research	1,428	
Contribution 'wisselstroomprojecten'	39	
Contribution Ukraine	42	
One-off additional contribution acceleration plan SURF	69	
Additional participation contribution	91	
NPO targeted (envelope) funds	-2,019	
On balance, several minor additions	252	
		3,326
Realisation 2022		216,749

3.2 Other government grants and subsidies

	2022	Budget 2022	2021
Municipal contributions and subsidies	271	295	475
Provincial contributions and subsidies	181	58	226
Other government grants	487	594	1765
Total other government grants and subsidies	939	947	2,466

3.3 Tuition fees

	2022	Budget 2022	2021
Tuition fees HBO sector			
Tuition fees	37,849	37,444	46,310
Refund of tuition fees	-2,097	-2,028	-3,687
Tuition fees irrecoverable	-71	-107	-197
Total tuition fees	35,681	35,309	42,426

Due to the halving of tuition fees for the 2021-2022 academic year, the realisation on tuition fees in 2022 is € 8.5 mln. lower than the 2021 realisation.

3.4 Income from work commissioned by third parties

	2022		Budget 2022		2021	
Contract education		2,747		3,129		3,191
Contract research						
NWO	2,468		2,544		2,739	
Other non-profit organisations	1,358		43		1332	
Companies	45		-		90	
		3,871		2,587		4,161
Total income from work commissioned by third parties		6,618		5,716		7,352

3.5 Other income

	2022		Budget 2022		2021	
Lease immoveable property		351		230		228
Secondment of staff		489		371		439
Programme and registration fees		1,605		1,447		1,387
Other student contribution		670		322		232
Administration/collection costs		306		375		370
Readers/repro/syllabi		31		52		31
Parking fees		132		90		93
Rental		169		169		-3
Other subsidies/grants		518		133		278
Other		1,341		528		1,000
Total other income		5,612		3,717		4,055

The increase in total other income is explained by the fact that more activities have been able to take place due to the lifting of Covid regulations, such as student trips for which contributions are received.

Expenses

4.1 Employee expenses

	2022		Budget 2022		2021	
Wages and salaries						
Wages and salaries	139,113		189,266		129,442	
Social charges	17,549		-		16,554	
Pension contributions	22,676		-		21,873	
		179,338		189,266		167,869
Other employee expenses						
Change in staff provisions	582		500		206	
Self-employed staff	20,391		18,270		18,919	
Other	10,867		10,049		9,887	
		31,840		28,819		29,012
Benefits		-1,262		-733		-1,102
Total employee expenses		209,916		217,352		195,779

Salaried employee expenses are € 10 mln. lower than budgeted due to the inability to fill open vacancies. Some of the vacancies were filled by non-salaried staff, making the realisation on non-salaried staff higher than budgeted.

The breakdown of average FTEs is as follows:

	2022	%	2021	%
Faculties	1537	76	1,468	76
Centres of expertise	39	2	33	2
Services	454	22	436	22
Total FTE*	2,030		1,937	

* Average FTEs include members of the Executive Board

There are no employees working abroad.

WNT justification 2022 The Hague University of Applied Sciences

From 1 January 2013, the 'Wet normering topinkomens (WNT)' (Executive Pay (Standards) Act) came into force. The WNT applies to The Hague University of Applied Sciences. The remuneration cap applicable to The Hague University of Applied Sciences in 2022 is € 216,000, remuneration cap for education, class G.

Complexity points per criterion:

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

4.1a Senior executives, former senior executives in employment

(The amounts below are rounded to whole euros)

Data 2022	E.M. Minnemann	H.G.L.M. Camps	A. Hardorff	R. Rawal	R. Rawal
Job details	Chairman of the Executive Board	Member of the Executive Board	Member of the Executive Board	Member of the Executive Board	Strategic advisor
Commencement and end of office in 2022	01/01 - 31/12	01/01 - 31/12	01/09 - 31/12	01/01 - 31/8	01/09 - 31/12
Size of employment in FTE	1	1	1	1	1
Employment	yes	yes	yes	yes	yes
Remuneration					
Remuneration plus taxable expense allowances	168,803	167,630	54,075	102,060	51,347
Remuneration payable over time	23,260	23,222	7,752	15,192	7,596
<i>Subtotal</i>	<i>192,063</i>	<i>190,852</i>	<i>61,827</i>	<i>117,252</i>	<i>58,943</i>
Individually applicable remuneration cap	216,000	216,000	72,197	143,803	72,789
-/- Amount unduly paid and not yet recovered	n/a	n/a	n/a	n/a	n/a
Remuneration	192,063	190,852	61,827	117,252	58,943
The amount of the overrun and the reason why the overrun is or is not authorised	n/a	n/a	n/a	n/a	n/a
Explanation of claim for undue payment	n/a	n/a	n/a	n/a	n/a
Data 2021					
Job details	Chairman of the Executive Board	Member of the Executive Board		Member of the Executive Board	
Commencement and end of office in 2020	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	162,372	161,246		150,925	
Remuneration payable at term	22,805	22,797		22,364	
<i>Subtotal</i>	<i>185,177</i>	<i>184,043</i>		<i>173,289</i>	
Individual applicable remuneration cap	209,000	209,000		209,000	
Remuneration	185,177	184,043		173,289	

The remuneration of the members of the Executive Board falls within the WNT standard applicable to Higher Education (max. € 216,000).

4.1c Senior executives

(The amounts below are rounded to whole euros)

Data 2022	M.M. van Zuijlen	R.J.H.M. Gradus	J.F.M. van Rooijen
Job details	Chairman	Committee member / Member	Committee member / Member
Commencement and end of office in 2022	01/01 - 31/12	01/01 - 31/12	01/01 - 31/12
Remuneration			
Remuneration	21,600	16,200	16,200
Individual applicable remuneration cap	32,400	21,600	21,600
<i>-/- Amount unduly paid and not yet recovered</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Remuneration	21,600	16,200	16,200
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 2021			
Job details	Chairman	Committee member / Member	Committee member / Member
Commencement and end of office in 2021	01/08 - 31/12	01/01 - 31/12	01/01 - 31/12
Remuneration			
Remuneration	8,708	14,387	14,386
Individual applicable remuneration cap	13,141	20,900	20,900

Data 2022	K. Baele	J.R. Ter Horst	S. Lutchman
Job details	Committee member / Member	Committee member / Member	Committee member / Member
Commencement and end of office in 2022	01/01 - 31/12	01/01 - 31/12	01/01 - 31/12
Remuneration			
Remuneration	16,200	16,200	16,200
Individual applicable remuneration cap	21,600	21,600	21,600
<i>-/- Amount unduly paid and not yet recovered</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Remuneration	16,200	16,200	16,200
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 2021			
Job details	Committee member / Member	Committee member / Member	Committee member / Member
Commencement and end of office in 2021	01/01 - 31/12	04/10 - 31/12	01/01 - 31/12
Remuneration			
Remuneration	14,314	3,919	14,393
Individual applicable remuneration cap	20,900	5,096	20,900

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

	2022	Budget 2022	2021
Property, plant and equipment			
Depreciation of buildings	12,502	13,432	11,774
Depreciation of inventory and equipment	4,928	5,822	5,492
Total depreciation	17,430	19,254	17,266
Book loss	195	195	226
Total depreciation (incl. book loss)	17,625	19,449	17,492

4.3 Housing costs

	2022	Budget 2022	2021
Rent	2,685	2,562	2,689
Insurance	258	190	142
Maintenance	2,556	2,261	2,004
Energy and water	3,083	1,717	1,597
Cleaning costs	2,561	2,609	2,416
Levies	871	882	781
Other housing costs	2,966	1,845	2,669
Total housing costs	14,980	12,066	12,298

The difference in the higher realisation on housing costs is mainly caused by increased energy costs. In addition, other housing costs include the €0.45m reservation for the owners' association.

4.4 Other expenses

	2022	Budget 2022	2021
Administration and management costs	4,516	5,526	3,530
Inventory, equipment and learning resources	10,977	9,755	10,675
Marketing and communication costs	2,485	3,405	2,115
Student facilities	3,004	4,620	2,361
Repro/printing costs	1,361	1,089	1,491
Other	4,703	2,391	3,147
Total other expenses	27,046	26,786	23,319

The increase in other expenses can be explained by the increase in travel and accommodation costs (€0.76 mln) and catering (€0.6 mln). In 2021, these items were lower due to COVID measures such as travel restrictions and working from home.

The specification of audit services for 2022 and 2021 can be broken down as follows:

PricewaterhouseCoopers Accountants N.V.		2022	2021
101.	Audit of the financial statements	142	136
102.	Other audit activities	20	19
103.	Tax advice	34	9
104.	Other non-audit services	6	1
Total Accounting Services		202	165

The costs of auditing the 2022 financial statements have been allocated to the 2022 financial year, regardless of whether the work was performed during the financial year.

5 Financial income and expenses

	2022	Budget 2022	2021
Financial income received	266	-	72
Financial expenses paid	-88	20	-76
Total financial income and expenses	178	-20	-4

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

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

6 Taxes

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

Events after balance sheet date

None

Grants to be recognised in the financial statements

Model G

(The amounts below are rounded to whole euros)

G1 Recognition of grants without offsetting clause			
Description	Allocation		Performance completed
	Reference	Date	Yes / No
Opleidingsschool Zuid-West Holland (Zuid-West Holland Training School)	OS-2017-C-007	01-12-2017	No
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS21027	16 November 2021	No
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS21028	16 November 2021	Yes
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS22016	03-05-2022	No
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS22023	03-05-2022	No
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS22019	03-05-2022	No
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS22022	03-05-2022	No
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS22021	03-05-2022	Yes
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS22017	03-05-2022	No
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS229017	08-11-2022	No
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS229018	08-11-2022	No
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS229021	08-11-2022	No
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS229020	08-11-2022	No
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS229019	08-11-2022	No
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS229015	08-11-2022	No
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS229013	08-11-2022	No
Teacher grant scheme 2021/2022	ABLTINS-338320	23-07-2020	Yes
Lerarenbeurs (Teacher Grant) grant scheme 2021/2022	ABLTINS-338296	21-07-2021	Yes
Lerarenbeurs (Teacher Grant) grant scheme 2021/2022	ABLTINS-338393	21-07-2021	Yes
Lerarenbeurs (Teacher Grant) grant scheme 2021/2022	ABLTINS-338139	26-07-2021	Yes
Lerarenbeurs (Teacher Grant) grant scheme 2021/2022	ABLTINS-334364	27-06-2021	Yes
Lerarenbeurs (Teacher Grant) grant scheme 2021/2022	ABLTINS-335553	27-06-2021	Yes
Lerarenbeurs (Teacher Grant) grant scheme 2021/2022	ABLTINS-338355	21-07-2021	Yes
Lerarenbeurs (Teacher Grant) grant scheme 2021/2022	ABLTINS-338366	21-07-2021	Yes
Lerarenbeurs (Teacher Grant) grant scheme 2021/2022	ABLTINS-338792	21-07-2021	Yes
Lerarenbeurs (Teacher Grant) grant scheme 2021/2022	ABLTINS-333843	27-06-2021	Yes
Lerarenbeurs (Teacher Grant) grant scheme 2021/2022	ABLTINS-338415	21-07-2021	Yes
Lerarenbeurs (Teacher Grant) grant scheme 2021/2022	ABLTINS-338791	21-07-2021	Yes
Lerarenbeurs (Teacher Grant) grant scheme 2021/2022	ABLTINS-339021	21-07-2021	Yes
Lerarenbeurs (Teacher Grant) grant scheme 2021/2022	ABLTINS-338974	21-07-2021	Yes
Lerarenbeurs (Teacher Grant) grant scheme 2021/2022	ABLTINS-334757	27-06-2021	Yes
Lerarenbeurs (Teacher Grant) grant scheme 2021/2022	ABLTINS-337384	05-07-2021	Yes
Lerarenbeurs (Teacher Grant) grant scheme 2021/2022	ABLTINS-339428	22-07-2021	Yes
Lerarenbeurs (Teacher Grant) grant scheme 2021/2022	ABLTINS-335159	27-06-2021	Yes

Lerarenbeurs (Teacher Grant) grant scheme 2021/2022	ABLTINS-339095	21-07-2021	Yes
Lerarenbeurs (Teacher Grant) grant scheme 2021/2022	ABLTINS-338673	21-07-2021	Yes
Lerarenbeurs (Teacher Grant) grant scheme 2021/2022	ABLTINS-338276	21-07-2021	Yes
Lerarenbeurs (Teacher Grant) grant scheme 2022/2023	ABLTINS-368789	19-06-2022	No
Lerarenbeurs (Teacher Grant) grant scheme 2022/2023	ABLTINS-372820	20-09-2022	No
Lerarenbeurs (Teacher Grant) grant scheme 2022/2023	ABLTINS-367085	19-06-2022	No
Lerarenbeurs (Teacher Grant) grant scheme 2022/2023	ABLTINS-365767	19-06-2022	No
Lerarenbeurs (Teacher Grant) grant scheme 2022/2023	ABLTINS-365722	19-06-2022	No
Lerarenbeurs (Teacher Grant) grant scheme 2022/2023	ABLTINS-365911	19-06-2022	No
Lerarenbeurs (Teacher Grant) grant scheme 2022/2023	ABLTINS-369129	19-06-2022	No
Lerarenbeurs (Teacher Grant) grant scheme 2022/2023	ABLTINS-371150	13-07-2022	Yes
Description	Reference	Allocation Date	Performance completed Yes / No
Lerarenbeurs (Teacher Grant) grant scheme 2022/2023	ABLTINS-373466	25 October 2022	Yes
Lerarenbeurs (Teacher Grant) grant scheme 2022/2023	ABLTINS-365855	19-06-2022	No
Lerarenbeurs (Teacher Grant) grant scheme 2022/2023	ABLTINS-366308	19-06-2022	No
Lerarenbeurs (Teacher Grant) grant scheme 2022/2023	ABLTINS-367828	19-06-2022	No
Lerarenbeurs (Teacher Grant) grant scheme 2022/2023	ABLTINS-366163	19-06-2022	No
Lerarenbeurs (Teacher Grant) grant scheme 2022/2023	ABLTINS-367989	19-06-2022	No
Lerarenbeurs (Teacher Grant) grant scheme 2022/2023	ABLTINS-368149	19-06-2022	No
Lerarenbeurs (Teacher Grant) grant scheme 2022/2023	ABLTINS-365944	19-06-2022	Yes
Lerarenbeurs (Teacher Grant) grant scheme 2022/2023	ABLTINS-373189	11 October 2022	Yes
Lerarenbeurs (Teacher Grant) grant scheme 2022/2023	ABLTINS-367211	19-06-2022	No
Lerarenbeurs (Teacher Grant) grant scheme 2022/2023	ABLTINS-366495	19-06-2022	No
Lerarenbeurs (Teacher Grant) grant scheme 2022/2023	ABLTINS-367094	19-06-2022	No
Lerarenbeurs (Teacher Grant) grant scheme 2022/2023	ABLTINS-364783	19-06-2022	No
Lerarenbeurs (Teacher Grant) grant scheme 2022/2023	ABLTINS-364860	19-06-2022	No
Lerarenbeurs (Teacher Grant) grant scheme 2022/2023	ABLTINS-364298	19-06-2022	No
Lerarenbeurs (Teacher Grant) grant scheme 2022/2023	ABLTINS-370952	08-07-2022	Yes
Lerarenbeurs (Teacher Grant) grant scheme 2022/2023	ABLTINS-372329	09-09-2022	Yes
Lerarenbeurs (Teacher Grant) grant scheme 2022/2023	ABLTINS-366984	19-06-2022	No
Lerarenbeurs (Teacher Grant) grant scheme 2022/2023	ABLTINS-366849	19-06-2022	Yes
Lerarenbeurs (Teacher Grant) grant scheme 2022/2023	ABLTINS-373463	24 October 2022	Yes
Lerarenbeurs (Teacher Grant) grant scheme 2022/2023	ABLTINS-368487	19-06-2022	No
Lerarenbeurs (Teacher Grant) grant scheme 2022/2023	ABLTINS-365684	19-06-2022	No

G2 Recognition of grants without offsetting clause

G2-A Expiring at year-end

Description	Allocation		Allocated amount	Amounts received up to and including the previous reporting year	Total costs eligible for grants up to and including the previous reporting year	Balance as at 1 January of the reporting year	Amounts received in the reporting year	Costs eligible for grants in the reporting year	To be set off as at 31 December of the reporting year
	Reference	Date							
MBO-HBO transfer programme	DHBO17008	23 October 2017	197,166	197,166	165,939	31,227	-	-	31,227
MBO-HBO transfer programme	DHBO18011	15-03-2018	199,986	199,986	95,359	104,627	-	-	104,627
Coronabaten Hoger Onderwijs (COVID Employment in Higher Education) grant scheme	COHO210027	13-04-2021	548,294	548,294	322,397	225,897	-	-	225,897
Total			945,446	945,446	583,695	361,751	-	-	361,751

Other details

Regulation in the Articles 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 University Council has the right of consent (see Medezeggenschapsreglement (Participation Regulations) - 14 February 2023; Article 7, Paragraph 8b) on the distribution of any positive operating result and the coverage 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 2022

Ons oordeel

Wij hebben de jaarrekening 2022 van Stichting Hoger Beroepsonderwijs Haaglanden te Den Haag gecontroleerd.

Naar ons oordeel:

- geeft de in het jaarverslag opgenomen jaarrekening een getrouw beeld van de grootte en de samenstelling van het vermogen van Stichting Hoger Beroepsonderwijs Haaglanden op 31 december 2022 en van het resultaat over 2022 in overeenstemming met de Regeling jaarverslaggeving onderwijs;
- zijn de in deze jaarrekening verantwoorde baten en lasten alsmede de balansmutaties over 2022 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 2022.

De jaarrekening bestaat uit:

- de balans per 31 december 2022;
- de staat van baten en lasten over 2022; en
- de toelichting met een overzicht van de gehanteerde grondslagen voor financiële verslaggeving en andere toelichtingen.

De basis voor ons oordeel

Wij hebben onze controle uitgevoerd volgens het Nederlands recht, waaronder ook de Nederlandse controlestandaarden en het Onderwijsaccountantsprotocol OCW 2022 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).

*PricewaterhouseCoopers Accountants N.V., Fascinatio Boulevard 350, 3065 WB Rotterdam, Postbus 8800, 3009 AV Rotterdam
T: 088 792 00 10, F: 088 792 95 33, 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 gedeponeerd bij de Kamer van Koophandel te Amsterdam.

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 2022 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 omvatten 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 2022 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 2022 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 2022.

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 2022.

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 materiële fouten en fraude ontdekken.

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

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

Rotterdam, 28 juni 2023
PricewaterhouseCoopers Accountants N.V.

J.A. Molenaar MSc. RA

Bijlage bij de controleverklaring

Wij hebben deze accountantscontrole professioneel kritisch uitgevoerd en hebben waar relevant professionele oordeelsvorming toegepast in overeenstemming met de Nederlandse controlestandaarden, het Onderwijsaccountantsprotocol OCW 2022, 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.

Data on the legal entity

Advances have been made under:

Institution name and address: Stichting Hoger Beroepsonderwijs Haaglanden

Registration number: 41378.27UM

Chamber of Commerce number: 27255912

Address Johanna Westerdijkplein 75
 P.O. box 13336
 2501 EH The Hague

Telephone +31 (0)70 445 88 88
number:

Website: www.dehaagsehogeschool.nl

APPENDICES

Appendix 1	Executive Board members ancillary positions	159
Appendix 2	Participation elections 2022	160
Appendix 3	Partner institutions	163
Appendix 4	Degree programmes	168
Appendix 5	Accreditation	172
Appendix 6	Our students	173
Appendix 7	Returns	182
Appendix 8	Profiling Fund for financial support to students Annual Report 2022	186
Appendix 9	Considerations of Participation Bodies on Study Advance Funds and NPO 2022	189
Appendix 10	Notices of appeal and objection by topic	190
Appendix 11	Abbreviations used	192

Appendix 1 Executive Board members ancillary positions

Dr E.M. (Elisabeth) Minnemann – Chairperson of the Executive Board	Drs H.G.L.M. (Hans) Camps LL.M. – Member of the Executive Board	Drs R. (Rajash) Rawal - Member of the Executive Board (until 1 September 2022)	Drs A. (Arend) Hardorff - Member of the Executive Board (with effect from 1 September 2022)
Board Member of the Draper Richards Kaplan Foundation	Board Member of Zestor	Paper/Panel Reviewer for NAFSA annual conferences	Member of the Supervisory Board of Het PON/ Telos Brabant
Board member of the Stichting Wetenschap Balans, Rotterdam	(Co-)chairperson of the steering committee Platform Integral Safety Higher Education (until 1 March 2022)	Member of the NAFSA Teaching, Learning and Scholarship Community	Member of the (core) advisory committee Brabant C Fund of the province of North Brabant
Board member of the Economic Board, The Hague	Integral Safety focus group	Member of the conference committee for ECEG Conference	
Board member of the Programme Board Health Campus The Hague	Member of the Management Committee People and Organisations (Association of Universities of Applied Sciences)	Member of IARIA Conference Committees	
Leader of the Course Team Acceleration Plan Education Innovation with ICT		Journal Reviewer for Routledge	
Member of the Education Executive Committee, Association of Universities of Applied Sciences		Member of the advisory committee VSBfonds Scholarships for Higher Professional Education	
Member of the Good Governance Committee (Association of Universities of Applied Sciences)		Member of the Internationalisation Board Committee (Association of Universities of Applied Sciences)	
Member of the Recommendations Committee of the Dutch Student Orchestra		Member of the board of the Rathenau Institute	
Mentor in the US Embassy's Women's Mentorship Network			

Appendix 2 Participation elections 2022

Election Facts	2021		2022	
	Student	Staff	Student	Staff
Number of vacant seats on the participation councils	100	138	101	88
Number of candidates	92	57	150	61
Number of election districts	50	57	50	57
Number of districts with vacant seats	45	55	41	43
Number of districts with elections	26	9	18	8
Number of districts without elections	19	46	23	35

Voting figures	Total		2021		2022	
	2021	2022	Student	Staff	Student	Staff
Number of persons with voting rights	47,035	35817	45380	1655	35250	567
Number of votes cast	3,133	2030	2317	816	1746	284
Turnout percentage	6.7%	5.7%	5.1%	49.3%	5.0%	50.0%

Faculty of BFM								
Electoral district	Total number of seats		Vacant during elections		Occupied after elections		Unoccupied	
	Student	Staff	Student	Staff	Student	Staff	Student	Staff
University Council	2	1	1	0	2	1	0	0
Faculty Council	6	6	0	0	6	6	0	0
Degree programme committees:								
Accountancy	3	3	0	0	3	3	1	0
Commercial Economics	3	3	3	1	3	2	1	1
Finance & Control + A.D. Finance & Control	4	4	3	2	4	4	0	0
International Business	4	4	3	1	4	4	0	0
Entrepreneurship & Retail Management	3	3	2	0	3	3	0	0

Faculty of Governance, Law and Security								
Electoral district	Total number of seats		Vacant during elections		Occupied after elections		Unoccupied	
	Student	Staff	Student	Staff	Student	Staff	Student	Staff
University Council	2	1	2	0	2	1	0	0
Faculty Council	6	6	2	3	6	5	0	1
Degree programme committees:								
Public Administration / Government Management	3	3	2	2	3	2	0	1
Higher Professional Education - Law:								
- Higher Professional Education - Law	2	2	1	2	2	1	1	1
- English Stream: Law	2	2	0	0	2	2	0	0
Integrated Safety Management	4	4	4	4	1	0	4	4

Faculty of Health, Nutrition and Sport								
Electoral district	Total number of seats		Vacant during elections		Occupied after elections		Unoccupied	
	Student	Staff	Student	Staff	Student	Staff	Student	Staff
University Council	2	1	0	0	2	1	0	0
Faculty Council	6	6	6	5	2	3	4	3
Degree programme committees:								
Skin Therapy	3	3	3	2	2	2	1	1
Secondary education teacher Grade 1 Physical Education	3	3	2	3	2	1	1	2
Man and Technology/	3	3	3	0	3	3	0	0
Human Kinetic Technology								
Nurse Training	3	3	3	3	3	3	1	0
Sports Science	3	3	0	1	3	2	1	1
Nutrition and Dietetics	3	3	2	3	1	1	2	2

Faculty of IT and Design

Electoral district	Total number of seats		Vacant during elections		Occupied after elections		Unoccupied	
	Student	Staff	Student	Staff	Student	Staff	Student	Staff
University Council	1	1	1	1	1	1	0	0
Faculty Council	6	6	3	3	6	4	4	3
Degree programme committees:								
Higher Professional Education - ICT	4	4	2	1	4	4	2	2
Human Technology, Communication and Multimedia Design	3	3	3	2	3	2	0	1

Faculty of Management and Organisation

Electoral district	Total number of seats		Vacant during elections		Occupied after elections		Unoccupied	
	Student	Staff	Student	Staff	Student	Staff	Student	Staff
University Council	1	1	0	0	1	1	0	0
Faculty Council	6	6	1	0	6	6	1	0
Degree programme committees:								
Business Administration	3	3	3	1	2	2	1	1
Communication	3	3	2	2	3	2	2	1
European Studies	4	4	3	2	4	4	3	0
Facility Management + A.D. Facility Management	3	3	0	0	3	3	0	0
Human Resource Management	3	3	1	2	3	3	2	1

Faculty of SWE

Electoral district	Total number of seats		Vacant during elections		Occupied after elections		Unoccupied	
	Student	Staff	Student	Staff	Student	Staff	Student	Staff
University Council	1	1	0	1	0	1	1	1
Faculty Council	6	6	5	3	2	5	4	1
Degree programme committees:								
Primary Education Teacher Training	3	3	3	3	0	1	3	2
Education Studies	3	3	3	2	2	3	1	0
Social Work	4	4	3	2	3	2	1	2

Faculty of TIS

Electoral district	Total number of seats		Vacant during elections		Occupied after elections		Unoccupied	
	Student	Staff	Student	Staff	Student	Staff	Student	Staff
University Council	1	1	0	0	1	1	0	0
Faculty Council	6	6	4	2	6	6	0	0
Degree programme committees:								
Architecture and Construction Engineering	3	3	0	1	2	3	1	0
Chemical Engineering / Process and	3	3	3	3	2	2	1	1
Food Technology								
Civil Engineering	3	3	2	1	2	3	1	1
Electrical Engineering	3	3	2	3	1	2	2	1
Industrial Product Design	3	3	2	2	0	1	3	2
Mechatronics	3	3	0	1	3	2	0	1
Spatial Development / Climate &	3	3	1	3	3	2	0	1
Management								
Industrial Engineering and Management	3	3	2	3	3	2	0	1
Engineering Physics	3	3	2	1	3	3	0	0
Applied Mathematics	3	3	2	2	2	3	1	0
Mechanical Engineering	3	3	2	2	3	1	0	2

Central services				
	Total number of seats	Vacant during elections	Occupied after elections	Unoccupied
Electoral district	Staff	Staff	Staff	Staff
University Council	3	2	2	1

Service Council				
	Total number of seats	Vacant during elections	Occupied after elections	Unoccupied
Electoral district	Staff	Staff	Staff	Staff
Business Operations & Control Service	1	1	0	1
Office of the Board (OB)	1	1	1	0
Facilities & IT Service	2	2	1	1
Human Resource Management Service	1	1	1	0
Education, Knowledge & Communication Service	2	2	0	2

Centre of Expertise Council				
	Total number of seats	Vacant during elections	Occupied after elections	Unoccupied
Electoral district	Staff	Staff	Staff	Staff
Centre of expertise Council	3	1	3	0

Appendix 3 Partner institutions

Reference date 10-03-2023

Partner Country	Name Partner University
Albania	European University of Tirana
Argentina	Universidad Argentina de la Empresa
Argentina	Universidad Argentina de la Empresa
Australia	Swinburne University of Technology
Australia	Australian Catholic University
Australia	Victoria University
Australia	Charles Sturt University
Australia	Royal Melbourne Institute of Technology
Austria	Fachhochschule Technikum Wien
Austria	University of Vienna
Austria	FH Wien der WKW
Austria	University of Applied Sciences Wiener Neustadt
Austria	FH Vorarlberg University of Applied Sciences
Austria	FH JOANNEUM University of Applied Sciences
Austria	FHS Kufstein Tirol University of Applied Sciences
Austria	FH Salzburg
Austria	Paris Lodron University of Salzburg
Austria	Paris Lodron University of Salzburg
Austria	Fachhochschule St. Polten
Austria	Fachhochschule St. Polten
Austria	Fachhochschule Technikum Wien
Austria	FH bfi Vienna
Austria	Sigmund Freud University
Austria	FH bfi Vienna
Austria	FH Wien der WKW
Austria	Carinthia University of Applied Sciences
Austria	University of Vienna
Austria	FHS Kufstein Tirol University of Applied Sciences
Austria	FHS Kufstein Tirol University of Applied Sciences
Belgium	Artesis Plantijn University of Applied Sciences Antwerp
Belgium	UC Leuven-Limburg
Belgium	Howest, University College West Flanders
Belgium	Artesis Plantijn University of Applied Sciences Antwerp
Belgium	Howest, University College West Flanders
Belgium	VIVES
Belgium	Erasmus University of Applied Sciences Brussels
Belgium	Artevelde University College Ghent
Belgium	Erasmus University of Applied Sciences Brussels
Belgium	Artesis Plantijn University of Applied Sciences Antwerp
Belgium	Artesis Plantijn University of Applied Sciences Antwerp
Belgium	Artesis Plantijn University of Applied Sciences Antwerp
Belgium	EPHEC University college
Belgium	University College Ghent
Belgium	Artevelde University College Ghent
Belgium	VIVES
Belgium	Group T Leuven Education College
Belgium	UC Leuven-Limburg
Belgium	UC Leuven-Limburg
Belgium	UC Leuven-Limburg

Partner Country	Name Partner University
Belgium	Thomas More
Belgium	University of Antwerp
Belgium	UC Leuven-Limburg
Belgium	Howest, University College West Flanders
Bosnia and Herzegovina	Sarajevo School of Science and Technology
Brazil	Dom Helder Law School
Brazil	Pontificia Universidade Católica Minas Gerais
Brazil	Pontificia Universidade Católica Minas Gerais
Brazil	Fundação Armando Álvares Penteado
Brazil	Pontificia Universidade Católica de Sao Paulo
Brazil	SENAI
Brazil	Universidade Federal de Minas Gerais
Bulgaria	American University in Bulgaria
Bulgaria	Burgas Free University
Bulgaria	Konstantin Preslavsky University of Shumen
Bulgaria	St Cyril and St Methodius University of Veliko Turnovo
Canada	Fanshawe College
Canada	Fanshawe College
Canada	Université Laval
Canada	Université de Montréal
Canada	Université du Québec à Montréal
Canada	Simon Fraser University, Burnaby
Canada	Mount Allison University
Canada	Mount Allison University
Canada	University of New Brunswick
Chile	Universidad De Santiago de Chile
Chile	Universidad Mayor
Chile	Universidad De Santiago de Chile
Chile	Fundación Instituto Profesional Duoc UC
China	Xi'an Jiao tong-Liverpool University
China	Guizhou University
China	Xi'an Jiao tong-Liverpool University
China	Shanghai University of Finance and Economics (SUFU)
China	The Education University of Hong Kong
China	University of International Business and Economics (UIBE)
China	Beijing Normal University
China	Beijing Foreign Studies University
China	Beijing Foreign Studies University
China	Shanghai University - School of Economics
China	Shenzhen Polytechnic
China	Shanghai University - Sydney Institute for Language and Commerce
China	Shanghai University
Colombia	Colegio de Estudios Superiores de Administración, Bogotá
Colombia	Catholic University of Manizales
Colombia	Universidad de La Sabana
Croatia	University of Zagreb
Croatia	Karlovac University of Applied Sciences
Curaçao	University of Curaçao
Curaçao	University of Curaçao
Cyprus	University of Nicosia
Cyprus	University of Nicosia
Cyprus	University of Nicosia

Partner Country	Name Partner University
Czech Republic	Masaryk University
Czech Republic	Masaryk University
Czech Republic	Masaryk University
Czech Republic	Czech University of Life Sciences Prague
Czech Republic	Masaryk University
Czech Republic	Palacký University
Czech Republic	University of Western Bohemia
Czech Republic	Metropolitan University Prague
Czech Republic	Unicorn College
Czech Republic	Charles University
Czech Republic	Masaryk University
Denmark	VIA University college
Denmark	Aarhus School of Marine and Technical Engineering
Denmark	Copenhagen Business Academy
Denmark	Copenhagen Business Academy
Denmark	Zealand Institute of Business and Technology
Denmark	IBA International Business Academy
Denmark	IBA International Business Academy
Denmark	UCL University college
Denmark	Metropolitan University
Denmark	VIA University college
Ecuador	Universidad Internacional del Ecuador
Ecuador	Universidad Internacional del Ecuador
Estonia	Tallinn University of Technology
Estonia	University of Tartu
Estonia	Tallinn University
Estonia	Tallinn University
Finland	Tampere University of Applied Sciences
Finland	Novia University of Applied Sciences
Finland	Seinajoki University of Applied Sciences
Finland	Haaga-Helia University of Applied sciences
Finland	South-Eastern Finland University of Applied Sciences
Finland	South-Eastern Finland University of Applied Sciences
Finland	South-Eastern Finland University of Applied Sciences
Finland	Lappeenranta University of Technology
Finland	University of Oulu
Finland	Satakunta University of Applied sciences
Finland	Turku University of Applied Sciences LTD
Finland	Laurea University of Applied Sciences
Finland	LAB University of Applied Sciences
Finland	Satakunta University of Applied sciences
Finland	Novia University of Applied Sciences
Finland	JAMK University of Applied Sciences
Finland	Tampere University of Applied Sciences
Finland	Tampere University of Applied Sciences
Finland	Tampere University of Applied Sciences
France	Université Paris 1 Panthéon-Sorbonne
France	Université Catholique de Lyon - ESTRISchool of International Careers
France	Université Catholique de Lille
France	EDHEC/ESPEME Business School
France	ESC Clermont Graduate School of Management
France	University Claude Bernard - Lyon 1
France	Université Paris Dauphine
France	Université de Bourgogne
France	Institut d'Etudes Politiques Rennes
France	Avignon University

Partner Country	Name Partner University
France	Université de Lorraine- IUT Charlemagne
France	ISCOM Paris
France	Université Catholique de Lyon - ESTRISchool of International Careers
France	University of Clermont Auvergne
France	Université Catholique de Lille
France	Université Paris 13 Paris Nord
France	ESCE International Business School Paris
France	INSEEC
France	Epitech
France	NEOMA Business School Reims Campus
France	Ecole National d'Ingenieurs de Tarbes
France	Groupe Ecole superieure de Commerce de Troyes
France	Universite de Franche- Comte
France	Universit� de Nantes
France	Sciences Po Lille
France	EM Strasbourg Business School
France	Universit� de Poitiers
France	Universit� de Bordeaux
France	ISCOM Paris
Georgia	L.E.P.L. Ivane Javakishvili Tbilisi State University
Georgia	Georgian Institute of Public Affairs
Georgia	Georgian Institute of Public Affairs
Germany	Technische Hochschule Brandenburg
Germany	Hochschule Rhein-Waal
Germany	Hochschule Rhein-Waal
Germany	Hochschule Rhein-Waal
Germany	Hochschule fur Angewandte Wissenschaften Hamburg
Germany	HAWK Hochschule Hildesheim/Holzminden/Goettingen
Germany	Hochschule D�sseldorf
Germany	Technische Hochschule Brandenburg
Germany	Phillips University of Marburg
Germany	University of Rostock
Germany	Berlin School for Economics and Law
Germany	Berlin School for Economics and Law
Germany	Technische Hochschule N�rnberg Georg Simon Ohm
Germany	University of Applied Sciences Augsburg
Germany	University of Applied Sciences Augsburg
Germany	Fachhochschule Frankfurt am Main
Germany	Technische Hochschule Ingolstadt
Germany	Hochschule M�nchen University of Applied Sciences
Germany	Hochschule M�nchen University of Applied Sciences
Germany	Baden-Wuerttemberg Cooperative State University Heilbronn
Germany	Biberach University of Applied Sciences
Germany	Hochschule RheinMain Wiesbaden Ruesselheim
Germany	Hochschule M�nchen University of Applied Sciences
Germany	Berlin School for Economics and Law
Germany	Berlin School for Economics and Law
Germany	Berlin School for Economics and Law
Germany	Berlin School for Economics and Law
Germany	Katholische Hochschule fur Sozialwesen Berlin
Germany	Fachhochschule Bielefeld
Germany	Fachhochschule Bielefeld
Germany	Hochschule Bremen
Germany	Hochschule Bremen
Germany	European University of Applied Sciences

Partner Country	Name Partner University
Germany	Fachhochschule Frankfurt am Main
Germany	Private University of Applied Sciences Göttingen
Germany	Hochschule Heilbronn
Germany	Padagogische Hochschule Karlsruhe
Germany	Kiel University of Applied Sciences
Germany	Kiel University of Applied Sciences
Germany	Catholic University of North Rhine-Westphalia
Germany	Universität Leipzig
Germany	Baden-Wuerttemberg Cooperative State University (DHBW)
Germany	Hochschule Osnabrueck
Germany	Hochschule Düsseldorf
Germany	International School of Management (ISM)
Germany	Hochschule der Medien Stuttgart
Germany	Katholische Stiftungshochschule München
Germany	Deutsche Sporthochschule Köln
Germany	Baden Wurttemberg Cooperative State University Mosbach (DHBW)
Germany	HTW Berlin University of Applied Sciences
Ghana	University for Development Studies
Ghana	Accra Technical University
Greece	Alexander Technological Educational Institute Thessaloniki
Greece	Athens University of Economics and Business
Greece	Hellenic Mediterranean University
Greece	Technological Educational Institute of Crete
Greece	Aristotle University of Thessaloniki
Hong Kong	The Hang Seng University of Hong Kong
Hungary	University of Pécs
Hungary	Budapest Business School, College of Commerce, Catering and Tourism
Iceland	Bifröst University
India	Chitkara University
India	Meri University (Management Education Research Institute)
India	IILM Institute For Business & Management
Indonesia	Universitas Airlangga
Indonesia	London School of Public Relations Jakarta
Indonesia	Universitas Katolik Indonesia Santu Paulus Ruteng
Indonesia	Universitas Brawijaya
Ireland	Munster Technological University
Ireland	University of Limerick
Ireland	Technological University Dublin
Israel	Al Qasemi Academy
Italy	University of Cagliari
Italy	Biomedical University of Rome
Italy	University of Cagliari
Italy	Università di Lingue e Comunicazione a Milano
Italy	Università degli Studi di Firenze
Italy	University of Padua
Italy	Università degli Studi de Salerno
Italy	LUISS University
Italy	University of Padua
Italy	University of Milan
Italy	University of Cagliari
Japan	Junsei Educational Institution
Japan	Kwansei Gakuin University
Japan	Kyoto Sangyo University
Japan	Kwansei Gakuin University
Japan	Ritsumeikan Asia Pacific University
Japan	Doshisha University

Partner Country	Name Partner University
Japan	Kindai University
Japan	Kindai University
Japan	Kansai University
Japan	Kansai University
Japan	Kansai University
Japan	Kansai Gaidai University
Japan	Yamagata University
Latvia	Riga Stradins University
Latvia	School of Business Administration Turiba
Latvia	BA School of business and Finance
Latvia	BA School of business and Finance
Lithuania	Mykolas Romeris University
Lithuania	Siauliai University
Malaysia	University of Malaysia
Malaysia	Taylor's University
Malta	University of Malta
Mexico	Universidad de las Américas
Mexico	Universidad Iberoamericana, Puebla
Mexico	Tecnologico de Monterrey
Mexico	Universidad Iberoamericana, Puebla
Morocco	Nederlands Instituut Marokko
Norway	Oslo Metropolitan University
Norway	Oslo Metropolitan University
Norway	Oslo Metropolitan University
Norway	Oslo Metropolitan University
Norway	Western Norway University of Applied Sciences
Norway	Oslo Metropolitan University
Norway	Oslo Metropolitan University
Peru	Universidad Peruana de Ciencias Aplicadas
Peru	Universidad del Pacifico
Peru	Universidad del Pacifico
Philippines	Ateneo de Manila University
Poland	WSB University in Toru?
Poland	Akademia Górniczo-Hutnicza University of Science and Technology
Poland	University of Gdansk
Poland	Akademia Górniczo-Hutnicza University of Science and Technology
Poland	Cracow University of Economics
Poland	Kozminski University
Poland	Lodz University of Technology
Poland	Lodz University of Technology
Portugal	Universidade Nova de Lisboa NOVA
Portugal	Universidade Nova de Lisboa NOVA
Portugal	Instituto Politecnico de Lisboa
Portugal	Universidade Europeia
Portugal	Instituto Politecnico de Beja
Portugal	University of Coimbra
Portugal	University of Algarve
Portugal	Instituto Politecnico de Lisboa
Portugal	Instituto Politecnico do Porto
Portugal	Polytecnic institute of Viana do Castelo
Portugal	ISCTE Instituto Universitario de Lisboa
Romania	Babes-Bolyai University
Romania	University Politehnica of Bucharest
Romania	University Politehnica of Bucharest
Russia	Russian Presidential Academy of National Economy and Public Administration
Russian Federation	Saint Petersburg State University, School of International Relations

Partner Country	Name Partner University
Russian Federation	St. Petersburg State Polytechnic University
Russian Federation	St. Petersburg State Polytechnic University
Russian Federation	Plekhanov Russian University of Economics
Slovakia	University of Economics in Bratislava
Slovakia	Comenius University in Bratislava
South Africa	University of the Free State
South Africa	Cape Peninsula University of Technology
South Korea	Sookmyung Womens University
South Korea	Hallym University
South Korea	Soongsil University
South Korea	Hallym University
South Korea	Hanyang University
South Korea	Hanyang University
South Korea	Soongsil University
South Korea	Sungkyunkwan University
South Korea	Incheon National University
South Korea	Konkuk University
South Korea	University of Seoul
South Korea	Sejong University
South Korea	University of Seoul
South Korea	Seoul National University of Science & Technology
South Korea	Yonsei University
Spain	Universidad Rey Juan Carlos
Spain	Universidad Francisco de Vitoria
Spain	Universidad del Pais Vasco
Spain	Universitat Autonoma de Barcelona
Spain	Universidad Autonoma de Madrid
Spain	Universitat de Barcelona
Spain	Universidad Complutense de Madrid
Spain	Ramon Llull University La Salle
Spain	Universitat de Valencia- Estudi General
Spain	Universidad de Almeria
Spain	Universidad Francisco de Vitoria
Spain	Universidad Francisco de Vitoria
Spain	Universidad Francisco de Vitoria
Spain	Universidad de Malaga
Spain	Universitat de Barcelona
Spain	ESIC, Business & Marketing School
Spain	ESERP Business School Barcelona
Spain	Universidad Complutense de Madrid
Spain	Universitat Politecnica de Catalunya
Spain	University of Jaen
Spain	University of Jaen
Spain	Universidad de Granada
Spain	Universitat de Barcelona
Spain	Formatic Barma University
Spain	Universidad de Granada
Spain	University of Huelva
Spain	Universidad Antonio de Nebrija
Spain	Universidad Europea de Madrid
Spain	Universidad San Pablo-CEU
Spain	Universidad Francisco de Vitoria
Spain	Universidad Francisco de Vitoria
Spain	University of Mondragon
Spain	Universidad de Salamanca
Spain	Universidad de Sevilla
Spain	Universidad Politecnica de Valencia
Spain	Universidad Politecnica de Valencia

Partner Country	Name Partner University
Spain	Universidad Europea Valencia
Spain	Universidad de Valladolid
Spain	University of Vic - Central University of Catalonia
Spain	University of Vic - Central University of Catalonia
Spain	University of Vic - Central University of Catalonia
Spain	University of Vic - Central University of Catalonia
Spain	Universidad Europea Valencia
Spain	ESERP Business School Barcelona
Spain	Universidad del Pais Vasco
Spain	Universidad Complutense de Madrid
Surinam	Anton de Kom - University of Surinam
Sweden	Malmö University
Sweden	University of Gotenburg
Sweden	Mid Sweden University
Sweden	University of Skövde
Sweden	University of Skövde
Sweden	University West
Sweden	University West
Sweden	University West
Sweden	Örebro University
Switzerland	Geneva Business School
Switzerland	Lucerne University of Applied Sciences and Arts
Switzerland	Lucerne University of Applied Sciences and Arts
Switzerland	Zurich University of Applied Science
Switzerland	Zurich University of Applied Science
Switzerland	Fachhochschule Nordwestschweiz
Switzerland	Pädagogische Hochschule Zug
Switzerland	Padagogische Hochschule Zurich
Switzerland	Fachhochschule Nordwestschweiz
Taiwan	Soochow University
Taiwan	National Taipei University of Technology
Taiwan	National Taipei University of Business
Taiwan	Soochow University
Taiwan	Feng Chia University
Taiwan	National Chi Nan University
Taiwan	National Chung Hsing University
Taiwan	National Taipei University of Technology
Taiwan	Soochow University
Thailand	King Mongkut's University of Technology Thonburi
Thailand	Kasetsart University
Thailand	Mahidol University International College
Thailand	Chulalongkorn University
Thailand	Mahidol University International College
Tunisia	University of Tunis El Manar
Turkey	Yeditepe University
Turkey	Kadir Has University
Turkey	Isik University
Turkey	Istanbul Commerce University
Turkey	Middle East Technical University
Turkey	Izmir University of Economics
Turkey	Istanbul Technical University
Turkey	Bahcesehir University
Turkey	Kadir Has University
Turkey	EGE University
Turkey	Mersin University
Turkey	Ondokuz Mayıs University
Turkey	Istanbul Bilgi University
Turkey	Istanbul Bilgi University

Partner Country	Name Partner University
United Arab Emirates	Ajman University
United Kingdom	University of Hertfordshire
United Kingdom	University of Derby
United Kingdom	Birmingham City University
United Kingdom	Leeds Beckett University
United Kingdom	Sheffield Hallam University
United Kingdom	University of Portsmouth
United Kingdom	University of Derby
United Kingdom	University of Greenwich
United Kingdom	University of Liverpool
United Kingdom	University of Greenwich
United Kingdom	Swansea University
United Kingdom	Liverpool John Moores University
United Kingdom	Liverpool John Moores University
United Kingdom	University of Lincoln
United Kingdom	University of Lincoln
United Kingdom	Coventry University
United Kingdom	Coventry University
United Kingdom	Glasgow Caledonian University
United Kingdom	Southampton Solent University
United Kingdom	Southampton Solent University
United Kingdom	Nottingham Trent University
United Kingdom	Glasgow Caledonian University
United Kingdom	Glasgow Caledonian University
United Kingdom	Coventry University
United Kingdom	University of Northumbria at Newcastle
United Kingdom	University of Northumbria at Newcastle
United Kingdom	University of Northumbria at Newcastle
United Kingdom	University of Liverpool

Partner Country	Name Partner University
United Kingdom	University of Derby
United Kingdom	University of Derby
United States	Bradley University
United States	California State University, Bakersfield
United States	University of Southern Mississippi
United States	Le Moyne College
United States	University of Missouri - Kansas City
United States	University of Central Arkansas
United States	The Pennsylvania State University
United States	University Studies Abroad Consortium
United States	Northwood University
United States	Southwestern Law School
United States	California State University, Monterey Bay
United States	University of Missouri
United States	Oglethorpe University
United States	Texas State University - San Marcos
United States	University of Louisville
United States	University of the Incarnate Word
United States	University of the Incarnate Word
United States	University of Central Arkansas
United States	Metropolitan State University of Denver
United States	California State University, Bakersfield
United States	St. John's University School of Law
Uruguay	Universidad de Montevideo
Uruguay	Universidad de Montevideo
Uruguay	Universidad de Montevideo
United Arab Emirates	University of Sharjah
Vietnam	The University of Economics Ho Chi Minh City

Appendix 4 Degree programmes

4.1 Overview of all bachelor's and associate degree programmes in the HOOP (HERP; Higher Education and Research Plan) field

Description: Overview of all bachelor's and associate degree programmes in the HOOP (HERP; Higher Education and Research Plan) field; CROHO name with marketing name and/or variant description in brackets

Reference date: 1 January 2023

Source: OSIRIS, CROHO

Bachelor's and associate degree programmes in the HOOP (HERP; Higher Education and Research Plan) field		Full-time	Part-time	Work-study	Variant EN and/or 3-year
Economics	Accountancy	X			
	Business Administration	X	X		
	Public Administration / Public Management			X	
	Public Administration (Public Management - English-language variant of Public Administration / Public Management)				X
	Commercial Economics	X	X		
	Communication	X			
	Communication (International Communication Management - English-language variant of Communication)				X
	European Studies (in English)	X			X
	Facility Management	X	X		
	Facility Management associate degree		X		
	Finance & Control associate degree		X		
	Finance & Control	X	X		
	Finance & Control (International Financial Management and Control - English-language variant of Finance & Control, also 3-year)				X
	Human Resource Management	X	X		
	Integrated Safety Management		X	X	
	Safety & Security Management (English-language variant of Integral Safety & Security Management)				X
	International Business (in English)	X			X
	Entrepreneurship & Retail Management	X	X		
Healthcare	Nurse Training (Higher Professional Education - V)	X	X	X	
	Skin Therapy	X	X		
	Nutrition and Dietetics	X	X		
Behaviour and Society	Human Resource Management	X	X		
	Social Work	X	X	X	
	Sport Science - Sport campus Zuiderpark	X			
	International Sport Management (English-language variant of Sport Science)- Sport campus Zuiderpark				X
Education	Secondary Education Physical Education Teacher Training - Grade One (HALO) - Sport campus Zuiderpark	X			
	Primary education teacher training (PABO)	X	X		X
	Education Studies	X			
Law	Higher Professional Education - Law		X	X	
	Law (English-language version of Higher Professional Education Law)				X

Bachelor's and associate degree programmes in the HOOP (HERP; Higher Education and Research Plan) field		Full-time	Part-time	Work-study	Variant EN and/or 3-year
Engineering	Applied Data Science & Artificial Intelligence	X			
	Architecture and Construction Engineering	X			
	Civil Engineering	X			
	Chemical Engineering (Process & Food Technology, in English 4 and 3-year)	X			X
	Communication & Multimedia Design	X			X
	Electrical engineering - Delft	X		X	
	Higher Professional Education - ICT full-time: in The Hague, Delft and Zoetermeer	X			
	Higher Professional Education - ICT part-time only in The Hague		X		
	Industrial Product Design	X			
	Industrial Design Engineering (English-language three-year variant of Industrial Product Design)				X
	Mechatronics - Delft	X			
	Man and Technology	X			
	Spatial Development	X			
	Industrial Engineering and Management - Delft	X			
	Engineering Physics - Delft	X			
	Applied Mathematics - Delft	X			
	Mechanical Engineering - Delft	X		X	

4.2 Master and post-higher professional education programmes

Master's degree programmes

Master in Integral Business Operations
 Master in Organisational Coaching
 Master in International Communication Management
 Master of Business Administration (ENG)
 Master of Business Administration (DU)
 Master of Financial Management and Control
 Master of Business Administration exit profile Big Data Analytics
 Master in Risk Management
 Master in Cyber Security Engineering

Post-bachelor

Individual Coaching
 Team coaching
 Consultancy and Change Management (*also available per module*):
Consultancy and Change Management module 1: Consultancy as a second profession
Consultancy and Change Management module 2: Facilitating and directing teams
Consultancy and Change Management module 3: Supervising and managing change processes
Consultancy and Change Management module 4: Advising on Organisational Change
 Corporate social work
 Business Administration & Management
 Business Controller (*post-bachelor formed from modules of the Master in Financial Management & Control*)
 Financial Controller (*post-bachelor formed from modules of the Master in Financial Management & Control*)
 Human & Control (*post-bachelor formed from modules of the Master in Financial Management & Control*)
 Big Data Analyst
 Internal Auditing
 Risk management
 Cyber Security Management

Master modules (*also available individually*)

Master in Risk Management:	Business Continuity Management master module Cyber Security Risk master module Financial Risk Management master module IT Risk Management master module Management Control Systems master module Strategic Risk Management master module
Master of Business Administration exit profile Big Data Analytics:	Data Analytics with R master module Data Governance, Risk, Compliance and Ethics master module Machine Learning master module
Master of Business Administration:	Marketing Management master module

4.3 Overview of research groups and centres of expertise

Centre of expertise	Faculty	Research group	Professor
Cyber Security	IT and Design	Cyber Security and Safety	Marcel Spruit
Cyber Security	IT and Design	Cyber crime & Cyber security (formerly Cyber Security in SMEs)	Rutger Leukfeldt
Cyber Security	IT and Design	Network and Systems Engineering Cyber Security	Vacancy
Cyber Security	Governance, Law & Security	Risk Management and Cyber Security	Pei-Hui Lin
Digital Operations and Finance	Business, Finance and Marketing	Meaningful marketing	Hongli Joosten-Ma
Digital Operations and Finance	Management & Organisation	Change Management	Jacco van Uden
Digital Operations and Finance	Engineering, Innovation and Society	Photonics	Steven van den Berg
Digital Operations and Finance	Business, Finance and Marketing	New Finance	Martijn van der Linden
Digital Operations and Finance	Business, Finance and Marketing	Platform economics	Nicole Stofberg
Digital Operations and Finance	Engineering, Innovation and Society	Smart Sensor Systems	John Bolte
Digital Operations and Finance	Engineering, Innovation and Society	Smart Sustainable Manufacturing	Jenny Coenen
Global and Inclusive Learning	Business, Finance and Marketing	Sustainable Talent Development	Ellen Sjoer
Global and Inclusive Learning	IT and Design	Philosophy and Professional Practice	Chris Detweiler
Global and Inclusive Learning	Management & Organisation	Global Learning	Jos Beelen
Global and Inclusive Learning	Social Work & Education	Inclusive Education	Naomi van Stapele
Global and Inclusive Learning	IT and Design	Learning Technology and Analytics	Theo Bakker
Global and Inclusive Learning	Social Work & Education	Global Citizenship	Laurence Guerin
Global Governance	Management & Organisation	Changing Role of Europe	Mendeltje van Keulen
Global Governance	Governance, Law & Security	Multilevel Regulation	Barbara Warwas
Global Governance	Governance, Law & Security	United Nations Studies in Peace and Justice	Vacancy
Governance of Urban Transitions	IT and Design	Civic Technology	Jos van Leeuwen
Governance of Urban Transitions	Governance, Law & Security	Metropolitan Development	Katja Rusinovic
Governance of Urban Transitions	Social Work & Education	Youth Services in Transformation	Rob Gilsing
Governance of Urban Transitions	Governance, Law & Security	Public governance	Henno Theisens
Health Innovation	IT and Design	Data Science	Lampros Stergioulas
Health Innovation	Health, Nutrition and Sport	Healthy Lifestyle in a Stimulating Environment	Sanne de Vries
Health Innovation	Health, Nutrition and Sport	Impact of Sport	Koen Breedveld
Health Innovation	Health, Nutrition and Sport	Oncological care	Joost van der Sijp + Joke Korevaar
Health Innovation	Health, Nutrition and Sport	Relational care (formerly informal care)	Yvonne van Zaalén
Health Innovation	Health, Nutrition and Sport	Rehabilitation and Technology	Jorit Meesters
Health Innovation	Engineering, Innovation and Society	Technology for Healthcare (special lecturer)	Hemanth Ramanna
Health Innovation	Engineering, Innovation and Society	Technology for Healthcare	Luc de Witte
Health Innovation	Health, Nutrition and Sport	Technology for Inclusive Exercise and Sport	Monique Berger
Health Innovation	Social Work & Education	Urban Ageing	Joost van Hoof
Mission Zero	Business, Finance and Marketing	Circular Business	Kim Poldner
Mission Zero	Engineering, Innovation and Society	Energy in Transition	Sander Mertens
Mission Zero	Engineering, Innovation and Society	Future Urban Systems (formerly Urban Metabolism)	Rizal Sebastian
Mission Zero	Business, Finance and Marketing	Innovation Networks	Christine de Lille
Mission Zero	Management & Organisation	Public Procurement	Mirjam Kibbeling

Reference date 31 January 2022

Appendix 5 Accreditation

	Associate / Bachelor / Master	Test	Decision	NVAO decision date
Primary education teacher training (PABO)	Bachelor	Accreditation of existing degree programme	Positive	9-2-2022
Applied Data Science & Artificial Intelligence	Bachelor	Accreditation of new degree programme	Positive subject to conditions	14-2-2022
Integral Business Operations	Master	Accreditation of new degree programme	Positive	8-3-2022
International Communication Management	Master	Accreditation of existing degree programme	Positive	3-6-2022
Applied Data Science & Artificial Intelligence	Bachelor	Accreditation of new training - reassessment of conditions	Positive	7-6-2022
Applied Mathematics	Bachelor	Accreditation of existing degree programme	Positive	14-7-2022
Higher Professional Education - Law	Bachelor	Accreditation of new training - reassessment of conditions	Positive	19-7-2022
Master of Business Administration	Master	Accreditation of existing degree programme	Positive	24 October 2022

Appendix 6 Our students

Notes to annual report 2022 overviews

General

Data origins

For the 2022 annual report, data from Osiris were used. The annual report is based on the data collection as it stood on 1 December of the relevant academic year (definitive final scores).

For all overviews, the figures relate to branches 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 'intake' refer to the academic years 2020, 2021 and 2022. For the overviews showing degree certificates, university dropouts and NBSAs, these are the academic years 2019, 2020 and 2021. The propaedeutic yield concerns the 2018, 2019 and 2020 cohorts.

Migration background

The 2022 annual report used the definition of the CBS (Statistics Netherlands):

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

Enrolments

For data in the various overviews related to enrolment data, the following applies:

- Both funded and non-funded entries were included in the selection.
- When a student is enrolled in two different programmes in one academic year, both enrolments are counted.

Intake

Intake 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

The numbers accompanying the 'negative binding study advice' overview refer to full-time, part-time and work-study students belonging to the 2019, 2020 and 2021 institution intake, who entered the propaedeutic phase and would have received a negative binding study advice after 1 year.

In the academic years concerned, no negative advice was issued due to the collective suspension granted as a result of the COVID pandemic. The table shows the numbers of students who received the suspended advice.

Propedeutic yield

Numbers and percentages for propaedeutic yield refer to 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 considered the certificate year. The certificate year runs from 2-10 to 1-10 instead of 1-9 to 31-8.

Enrolment duration 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 certificate are counted. The student is reported to the programme of graduation.

For Cultural and Social Studies, Social Work and Services and Educational and Social Assistance degree programmes, the duration of enrolment in 2019 and 2020 is significantly higher because in those years all students who graduated had a study delay of 1 year or more. This is due to the merger of these Social Work degree programmes from academic year 2017. In 2021, in Social Work degree programmes the average duration is significantly higher because it now includes students who previously started with Cultural and Social Studies, Social Work and Services and Educational and Social Assistance degree programmes, but eventually graduated in Social Work.

University dropouts

University 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 university dropouts

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

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

HOOP (HERP; HIGHER EDUCATION AND RESEARCH PLAN) FIELD	DEGREE PROGRAMME	2020	2021	2022
Economics	A.D. Facility Management	47	43	37
	A.D. Finance & Control	74	70	62
	B. Accountancy	430	426	405
	B. Business Administration	852	826	796
	B. Public Administration/Government Management	664	706	667
	B. Commercial Economics	791	666	617
	B. Communication	602	561	519
	B. European Studies	1256	1260	1201
	B. Facility Management	635	584	540
	B. Finance & Control	939	953	916
	B. Human Resource Management	634	604	562
	B. Integral Safety Studies	1159	1207	1199
	B. International Business	1598	1639	1746
	B. Entrepreneurship & Retail Management	792	740	681
	M. Integral Business Operations	-	-	33
Total		10473	10285	9981
Behaviour and Society	B. Cultural and Social Studies	20	-	-
	B. Social Work and Services	128	-	-
	B. Education Studies	767	828	869
	B Educational and Social Assistance	66	-	-
	B. Social Work	992	1171	1126
	B. Sports Science	652	699	727
	Total		2625	2698
Healthcare	B. Skin Therapy	562	557	572
	B. Nurse Training	858	901	885
	B. Nutrition and Dietetics	916	972	961
	Total		2336	2430
Education	B. Primary Education Teacher Training	428	405	370
	B. Physical Education Teacher Training - Grade One	950	954	937
	Total		1378	1359
Law	B. Higher Professional Education - Law	2245	2196	2187
	Total		2245	2196
Engineering	B. Applied Data Science & Artificial Intelligence	-	-	52
	B. Architecture and Construction Engineering	456	491	462
	B. Chemical Engineering	210	201	193
	B. Civil Engineering	289	232	202
	B. Communication and Multimedia Design	737	697	743
	B. Electrical Engineering	241	255	244
	B. Higher Professional Education - ICT	1976	2004	2056
	B. Industrial Product Design	622	551	569
	B. Mechatronics	386	406	377
	B. Man and Technology	347	285	260
	B. Spatial Development	216	182	162
	B. Industrial Engineering and Management	393	380	358
	B. Engineering Physics	362	339	314
	B. Applied Mathematics	280	258	226
	B. Mechanical Engineering	759	692	600
Total		7274	6973	6818
Total		26331	25941	25433

6.2 Intake full-time, part-time, and work-study degree programmes combined.

HOOP (HERP; HIGHER EDUCATION AND RESEARCH PLAN) FIELD	DEGREE PROGRAMME	2020	2021	2022
Economics	A.D. Facility Management	19	18	12
	A.D. Finance & Control	15	25	11
	B. Accountancy	99	94	89
	B. Business Administration	206	166	189
	B. Public Administration/Government Management	187	198	170
	B. Commercial Economics	145	96	134
	B. Communication	128	123	129
	B. European Studies	376	366	296
	B. Facility Management	144	108	129
	B. Finance & Control	226	220	189
	B. Human Resource Management	121	130	116
	B. Integral Safety Studies	342	320	294
	B. International Business	397	436	483
	B. Entrepreneurship & Retail Management	211	136	143
	M. Integral Business Operations	-	-	3
	Total	2616	2436	2387
Behaviour and Society	B. Education Studies	262	261	317
	B. Social Work	329	303	271
	B. Sports Science	209	241	229
	Total	800	805	817
Healthcare	B. Skin Therapy	138	124	132
	B. Nurse Training	291	257	242
	B. Nutrition and Dietetics	296	283	256
	Total	725	664	630
Education	B. Primary Education Teacher Training	99	89	87
	B. Physical Education Teacher Training - Grade One	245	221	213
	Total	344	310	300
Law	B. Higher Professional Education - Law	606	564	638
	Total	606	564	638
Engineering	B. Applied Data Science & Artificial Intelligence	-	-	42
	B. Architecture and Construction Engineering	159	151	145
	B. Chemical Engineering	45	56	54
	B. Civil Engineering	58	39	38
	B. Communication and Multimedia Design	175	160	201
	B. Electrical Engineering	53	68	48
	B. Higher Professional Education - ICT	480	489	564
	B. Industrial Product Design	167	124	144
	B. Mechatronics	138	115	102
	B. Man and technology	71	45	57
	B. Spatial Development	45	30	35
	B. Industrial Engineering and Management	104	77	73
	B. Engineering Physics	101	91	85
	B. Applied Mathematics	75	63	52
	B. Mechanical Engineering	161	130	123
	Total	1832	1638	1763
Total		6923	6417	6535

6.3 Intake in full-time degree programmes

HOOP (HERP; HIGHER EDUCATION AND RESEARCH PLAN) FIELD	DEGREE PROGRAMME	2020	2021	2022
Economics	B. Accountancy	99	94	89
	B. Business Administration	185	143	168
	B. Public Administration/Government Management	83	82	62
	B. Commercial Economics	130	86	119
	B. Communication	128	123	129
	B. European Studies	376	366	296
	B. Facility Management	133	100	121
	B. Finance & Control	213	200	178
	B. Human Resource Management	114	114	104
	B. Integral Safety Studies	145	154	143
	B. International Business	397	436	483
	B. Entrepreneurship & Retail Management	211	136	141
	M. Integral Business Operations	-	-	3
Total		2214	2034	2036
Behaviour and Society	B. Education Studies	262	261	317
	B. Social Work	255	218	197
	B. Sports Science	209	241	229
	Total	726	720	743
Healthcare	B. Skin Therapy	108	105	111
	B. Nurse Training	163	149	159
	B. Nutrition and Dietetics	223	192	207
	Total	494	446	477
Education	B. Primary Education Teacher Training	56	51	61
	B. Physical Education Teacher Training - Grade One	245	221	213
	Total	301	272	274
Law	B. Higher Professional Education - Law	366	376	402
	Total	366	376	402
Engineering	B. Applied Data Science & Artificial Intelligence	-	-	42
	B. Architecture and Construction Engineering	159	151	145
	B. Chemical Engineering	45	56	54
	B. Civil Engineering	58	39	38
	B. Communication and Multimedia Design	175	160	201
	B. Electrical Engineering	40	59	30
	B. Higher Professional Education - ICT	446	454	522
	B. Industrial Product Design	167	124	144
	B. Mechatronics	138	115	102
	B. Man and Technology	71	45	57
	B. Spatial Development	45	30	35
	B. Industrial Engineering and Management	104	77	73
	B. Engineering Physics	101	91	85
	B. Applied Mathematics	75	63	52
	B. Mechanical Engineering	148	112	106
Total		1772	1576	1686
Total		5873	5424	5618

6.4 Intake in part-time degree programmes

HOOP (HERP; Higher Education and Research Plan) FIELD	DEGREE PROGRAMME	2020	2021	2022
Economics	A.D. Facility Management	19	18	12
	A.D. Finance & Control	15	25	11
	B. Business Administration	21	23	21
	B. Commercial Economics	15	10	15
	B. Facility Management	11	8	8
	B. Finance & Control	13	20	11
	B. Human Resource Management	7	16	12
	B. Integral Safety Studies	25	39	25
	B. Entrepreneurship & Retail Management	-	-	2
	Total	126	159	117
Behaviour and Society	B. Social Work	40	47	39
	Total	40	47	39
Healthcare	B. Skin Therapy	30	19	21
	B. Nurse Training	26	10	9
	B. Nutrition and Dietetics	73	91	49
	Total	129	120	79
Education	B. Primary Education Teacher Training	43	38	26
	Total	43	38	26
Law	B. Higher Professional Education - Law	26	21	22
	Total	26	21	22
Engineering	B. Higher Professional Education - ICT	34	35	42
	Total	34	35	42
Total		398	420	325

6.5 Intake work-study degree programmes

HOOP (HERP; Higher Education and Research Plan) FIELD	DEGREE PROGRAMME	2019	2020	2021
Economics	B. Public Administration/Government Management	104	116	108
	B. Integral Safety Studies	172	127	126
	Total	276	243	234
Behaviour and Society	B. Social Work	34	38	35
	Total	34	38	35
Healthcare	B. Nurse Training	102	98	74
	Total	102	98	74
Law	B. Higher Professional Education - Law	214	167	214
	Total	214	167	214
Engineering	B. Electrical Engineering	13	9	18
	B. Mechanical Engineering	13	18	17
	Total	26	27	35
Total		652	573	592

6.6 Intake in full-time, part-time, and work-study degree programmes combined, by gender

HOOP (HERP; Higher Education and Research Plan) FIELD	DEGREE PROGRAMME	MALE 2020 %	MALE 2021 %	MALE 2022 %	FEMALE 2020 %	FEMALE 2021 %	FEMALE 2022 %
Economics	A.D. Facility Management	36.8	55.6	41.7	63.2	44.4	58.3
	A.D. Finance & Control	53.3	56.0	45.5	46.7	44.0	54.5
	B. Accountancy	62.6	61.7	66.3	37.4	38.3	33.7
	B. Business Administration	71.8	69.9	75.7	28.2	30.1	24.3
	B. Public Administration/Government Management	48.1	46.5	46.5	51.9	53.5	53.5
	B. Commercial Economics	64.8	70.8	59.0	35.2	29.2	41.0
	B. Communication	22.7	20.3	23.3	77.3	79.7	76.7
	B. European Studies	35.6	35.2	39.9	64.4	64.8	59.8
	B. Facility Management	39.6	31.5	34.9	60.4	68.5	65.1
	B. Finance & Control	58.4	63.6	64.6	41.6	36.4	35.4
	B. Human Resource Management	29.8	27.7	21.6	70.2	72.3	78.4
	B. Integral Safety Studies	52.9	55.0	61.2	47.1	45.0	38.8
	B. International Business	56.2	57.8	53.4	43.8	42.2	46.6
	B. Entrepreneurship & Retail Management	77.3	64.0	76.9	22.7	36.0	23.1
	M. Integral Business Operations	-	-	100.0	-	-	0.0
Total		52.1	50.8	52.8	47.9	49.2	47.1
Behaviour and Society	B. Education Studies	6.1	4.6	4.1	93.9	95.4	95.9
	B. Social Work	26.1	26.7	34.3	73.9	73.3	65.7
	B. Sports Science	82.3	78.8	82.5	17.7	21.2	17.0
	Total	34.3	35.2	36.1	65.8	64.8	63.8
Healthcare	B. Skin Therapy	0.0	0.0	0.8	100.0	100.0	99.2
	B. Nurse Training	17.9	16.3	18.2	82.1	83.7	81.8
	B. Nutrition and Dietetics	14.2	18.0	19.5	85.8	82.0	80.5
	Total	13.0	14.0	15.1	87.0	86.0	84.9
Education	B. Primary Education Teacher Training	30.3	25.8	23.0	69.7	74.2	77.0
	B. Physical Education Teacher Training - Grade One	69.0	67.0	66.2	31.0	33.0	33.8
	Total	57.8	55.2	53.7	42.2	44.8	46.3
Law	B. Higher Professional Education - Law	21.5	28.7	24.1	78.5	71.3	75.9
	Total	21.5	28.7	24.1	78.5	71.3	75.9
Engineering	B. Applied Data Science & Artificial Intelligence	-	-	78.6	-	-	21.4
	B. Architecture and Construction Engineering	66.7	56.3	60.7	33.3	43.7	39.3
	B. Chemical Engineering	64.4	51.8	50.0	35.6	48.2	50.0
	B. Civil Engineering	94.8	74.4	78.9	5.2	25.6	21.1
	B. Communication and Multimedia Design	48.0	46.9	39.8	52.0	53.1	60.2
	B. Electrical Engineering	92.5	97.1	97.9	7.5	2.9	2.1
	B. Higher Professional Education - ICT	90.2	90.0	88.1	9.8	10.0	11.9
	B. Industrial Product Design	65.3	66.9	58.3	34.7	33.1	41.7
	B. Mechatronics	94.2	93.9	92.2	5.8	6.1	7.8
	B. Man and Technology	64.8	73.3	54.4	35.2	26.7	45.6
	B. Spatial Development	57.8	60.0	65.7	42.2	40.0	34.3
	B. Industrial Engineering and Management	76.0	84.4	84.9	24.0	15.6	15.1
	B. Engineering Physics	88.1	78.0	75.3	11.9	22.0	24.7
	B. Applied Mathematics	66.7	66.7	59.6	33.3	33.3	40.4
	B. Mechanical Engineering	95.7	96.9	95.9	4.3	3.1	4.1
Total		78.5	77.5	74.2	21.5	22.5	25.8
Total		50.6	50.1	50.1	49.4	49.9	49.9

6.7 Intake full-time, part-time and work-study programmes combined, by migration background

HOOP (HERP; Higher Education and Research Plan) FIELD	DEGREE PROGRAMME	NATIVE DUTCH 2020%	NATIVE DUTCH 2021%	NATIVE DUTCH 2022%	WESTERN 2020%	WESTERN 2021%	WESTERN 2022%	NON-WESTERN 2020%	NON-WESTERN 2021%	NON-WESTERN 2022%
Economics	A.D. Facility Management	73.7	77.8	75.0	10.5	11.1	0.0	15.8	11.1	25.0
	A.D. Finance & Control	60.0	36.0	63.6	20.0	0.0	9.1	20.0	64.0	27.3
	B. Accountancy	39.4	47.9	44.9	7.1	7.4	4.5	53.5	44.7	50.6
	B. Business Administration	55.8	61.4	63.5	4.4	6.0	5.8	39.8	32.5	30.7
	B. Public Administration/Government Management	48.1	59.1	57.6	16.0	15.2	17.1	35.8	25.3	25.3
	B. Commercial Economics	61.4	65.6	64.2	4.1	8.3	8.2	34.5	26.0	27.6
	B. Communication	30.5	26.0	26.4	48.4	55.3	55.8	21.1	18.7	17.8
	B. European Studies	47.9	42.9	35.8	26.6	36.3	44.6	25.5	20.8	18.9
	B. Facility Management	90.3	80.6	85.3	3.5	6.5	5.4	6.3	13.0	9.3
	B. Finance & Control	36.3	35.5	31.2	16.8	21.8	24.3	46.9	42.3	43.9
	B. Human Resource Management	41.3	43.8	50.0	5.0	6.9	6.0	53.7	49.2	44.0
	B. Integral Safety Studies	63.7	58.1	57.8	16.1	23.4	21.8	20.2	18.4	20.4
	B. International Business	24.4	14.9	12.0	39.0	45.9	50.7	36.5	39.2	37.3
	B. Entrepreneurship & Retail Management	71.1	73.5	81.8	3.8	3.7	3.5	25.1	22.8	14.7
M. Integral Business Operations	-	-	100.0	-	-	0.0	-	-	0.0	
Total		49.8	45.6	45.0	18.6	24.7	26.6	31.7	29.6	28.3
Behaviour and Society	B. Education Studies	52.3	59.4	61.8	5.0	5.7	6.9	42.7	34.9	31.2
	B. Social Work	42.6	46.2	41.7	5.8	7.6	4.1	51.7	46.2	54.2
	B. Sports Science	62.7	48.5	48.9	26.3	39.8	39.7	11.0	11.6	11.4
	Total	51.0	51.2	51.5	10.9	16.6	15.2	38.1	32.2	33.3
Healthcare	B. Skin Therapy	58.7	63.7	60.6	6.5	9.7	9.1	34.8	26.6	30.3
	B. Nurse Training	46.4	52.1	50.8	5.5	8.2	5.4	48.1	39.7	43.8
	B. Nutrition and Dietetics	72.0	72.1	69.5	7.4	7.4	9.0	20.6	20.5	21.5
	Total	59.2	62.8	60.5	6.5	8.1	7.6	34.3	29.1	31.9
Education	B. Primary Education Teacher Training	67.7	69.7	67.8	4.0	3.4	5.7	28.3	27.0	26.4
	B. Physical Education Teacher Training - Grade One	87.3	79.2	83.1	2.9	5.0	5.6	9.8	15.8	11.3
	Total	81.7	76.5	78.7	3.2	4.5	5.7	15.1	19.0	15.7
Law	B. Higher Professional Education - Law	28.1	20.6	22.6	30.7	39.9	37.5	41.1	39.4	39.8
	Total	28.1	20.6	22.6	30.7	39.9	37.5	41.1	39.4	39.8
Engineering	B. Applied Data Science & Artificial Intelligence	-	-	66.7	-	-	9.5	-	-	23.8
	B. Architecture and Construction Engineering	49.1	57.6	60.7	6.9	6.6	9.7	44.0	35.8	29.7
	B. Chemical Engineering	22.2	10.7	18.5	44.4	44.6	27.8	33.3	42.9	53.7
	B. Civil Engineering	55.2	71.8	63.2	0.0	2.6	10.5	44.8	25.6	26.3
	B. Communication and Multimedia Design	45.7	30.6	30.3	25.7	43.8	46.8	28.0	24.4	22.9
	B. Electrical Engineering	60.4	58.8	47.9	5.7	5.9	12.5	34.0	35.3	39.6
	B. Higher Professional Education - ICT	47.1	55.0	47.3	7.5	8.4	7.3	45.4	36.6	45.4
	B. Industrial Product Design	56.9	46.0	49.3	24.6	39.5	36.1	18.6	13.7	14.6
	B. Mechatronics	86.2	81.7	78.4	4.3	6.1	9.8	9.4	12.2	11.8
	B. Man and Technology	84.5	86.7	93.0	8.5	4.4	3.5	7.0	8.9	3.5
	B. Spatial Development	80.0	86.7	82.9	8.9	13.3	8.6	11.1	0.0	8.6
	B. Industrial Engineering and Management	77.9	80.5	83.6	6.7	5.2	5.5	15.4	14.3	11.0
	B. Engineering Physics	76.2	76.9	72.9	6.9	7.7	8.2	16.8	15.4	18.8
	B. Applied Mathematics	74.7	76.2	63.5	6.7	4.8	15.4	18.7	19.0	21.2
	B. Mechanical Engineering	78.3	78.5	75.6	5.6	5.4	10.6	16.1	16.2	13.8
Total		60.5	59.6	55.8	10.9	14.3	15.7	28.5	25.8	28.5
Total		53.4	51.0	49.6	14.7	19.7	20.5	31.9	29.2	29.9

6.8 Intake in full-time, part-time and work-study programmes combined, by prior education

HOOP (HERP; Higher Education and Research Plan) FIELD	PRIOR EDUCATION	HIGHER GENERAL SECONDARY EDUCATION %			SENIOR SECONDARY VOCATIONAL EDUCATION %			PRE-UNIVERSITY EDUCATION %			BD %			OTHER %		
		2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022
Economics	A.D. Facility Management	5.3	5.6	0.0	78.9	66.7	83.3	0.0	5.6	0.0	0.0	5.6	0.0	15.8	16.7	16.7
	A.D. Finance & Control	20.0	20.0	18.2	40.0	48.0	54.5	0.0	4.0	9.1	13.3	8.0	0.0	26.7	20.0	18.2
	B. Accountancy	52.5	48.9	48.3	28.3	28.7	30.3	1.0	5.3	6.7	12.1	9.6	12.4	6.1	7.4	2.2
	B. Business Administration	51.0	53.6	59.3	28.2	24.7	24.9	4.4	4.8	5.3	2.9	4.8	2.6	13.6	12.0	7.9
	B. Public Administration/Government Management	62.0	57.1	53.5	17.6	19.7	18.2	1.1	3.0	2.9	13.9	16.2	21.8	5.3	4.0	3.5
	B. Commercial Economics	55.2	52.1	60.4	33.1	33.3	29.1	2.1	3.1	3.0	3.4	4.2	3.7	6.2	7.3	3.7
	B. Communication	27.3	18.7	18.6	17.2	6.5	14.0	3.9	6.5	3.1	49.2	65.9	62.8	2.3	2.4	1.6
	B. European Studies	52.1	47.0	39.5	16.5	15.8	11.5	1.3	2.7	2.7	26.1	32.0	44.6	4.0	2.5	1.7
	B. Facility Management	52.1	55.6	52.7	38.9	34.3	31.0	5.6	4.6	7.0	0.7	1.9	3.1	2.8	3.7	6.2
	B. Finance & Control	43.8	33.6	31.7	20.4	25.5	22.2	4.9	1.4	5.3	24.8	31.4	38.6	6.2	8.2	2.1
	B. Human Resource Management	37.2	35.4	29.3	50.4	44.6	50.9	0.8	3.8	4.3	5.0	8.5	8.6	6.6	7.7	6.9
	B. Integral Safety Studies	52.3	47.2	41.8	20.5	16.6	25.2	4.7	5.3	4.4	16.4	21.6	23.1	6.1	9.4	5.4
	B. International Business	26.2	15.1	15.1	11.3	9.6	7.5	1.8	1.1	0.6	55.9	71.6	75.8	4.8	2.5	1.0
	B. Entrepreneurship & Retail Management	60.2	61.8	60.8	27.0	26.5	29.4	3.3	2.2	5.6	2.4	5.1	2.8	7.1	4.4	1.4
M. Integral Business Operations	-	-	0.0	-	-	0.0	-	-	0.0	-	-	0.0	-	-	100.0	
Total		46.5	40.2	38.3	23.2	21.0	21.2	2.9	3.3	3.6	21.3	29.7	33.3	6.1	5.8	3.6
Behaviour and Society	B. Education Studies	46.9	47.1	46.7	42.4	41.4	43.2	1.9	4.6	4.4	4.6	2.3	2.8	4.2	4.6	2.8
	B. Social Work	25.2	22.8	21.4	55.0	59.7	62.4	2.4	2.3	0.7	3.6	3.6	5.5	13.7	11.6	10.0
	B. Sports Science	42.1	32.8	38.9	15.8	9.1	8.7	7.7	7.9	6.6	29.7	48.1	43.7	4.8	2.1	2.2
	Total	36.8	33.7	36.1	40.6	38.6	39.9	3.6	4.7	3.8	10.8	16.5	15.2	8.3	6.5	5.0
Healthcare	B. Skin Therapy	36.2	37.9	31.1	42.8	38.7	44.7	3.6	4.0	6.1	3.6	3.2	2.3	13.8	16.1	15.9
	B. Nurse Training	22.3	26.8	31.4	44.0	52.1	48.8	3.1	3.1	3.3	8.9	4.7	8.3	21.6	13.2	8.3
	B. Nutrition and Dietetics	45.9	34.3	34.4	25.7	33.2	29.3	4.7	3.9	11.3	4.1	5.3	7.8	19.6	23.3	17.2
	Total	34.6	32.1	32.5	36.3	41.6	40.0	3.9	3.6	7.1	5.9	4.7	6.8	19.3	18.1	13.5
Education	B. Primary Education Teacher Training	32.3	33.7	46.0	37.4	36.0	27.6	3.0	4.5	8.0	3.0	5.6	5.7	24.2	20.2	12.6
	B. Physical Education Teacher Training - Grade One	65.7	50.7	58.2	26.9	36.7	31.9	3.7	4.1	4.7	0.8	4.1	3.8	2.9	4.5	1.4
	Total	56.1	45.8	54.7	29.9	36.5	30.7	3.5	4.2	5.7	1.5	4.5	4.3	9.0	9.0	4.7
Law	B. Higher Professional Education - Law	34.7	24.3	28.5	23.1	22.0	22.9	0.7	0.5	1.1	37.3	48.6	45.0	4.3	4.6	2.5
	Total	34.7	24.3	28.5	23.1	22.0	22.9	0.7	0.5	1.1	37.3	48.6	45.0	4.3	4.6	2.5
Engineering	B. Applied Data Science & Artificial Intelligence	-	-	73.8	-	-	14.3	-	-	2.4	-	-	7.1	-	-	2.4
	B. Architecture and Construction Engineering	59.7	55.0	52.4	23.9	26.5	18.6	5.7	8.6	13.1	4.4	6.6	12.4	6.3	3.3	3.4
	B. Chemical Engineering	31.1	10.7	20.4	0.0	1.8	0.0	6.7	3.6	9.3	53.3	71.4	66.7	8.9	12.5	3.7
	B. Civil Engineering	48.3	53.8	52.6	13.8	15.4	5.3	13.8	15.4	31.6	13.8	12.8	10.5	10.3	2.6	0.0
	B. Communication and Multimedia Design	32.0	20.6	21.4	22.3	19.4	15.9	7.4	2.5	3.5	33.7	53.8	54.7	4.6	3.8	4.5
	B. Electrical Engineering	49.1	42.6	31.3	20.8	14.7	35.4	20.8	22.1	14.6	7.5	16.2	10.4	1.9	4.4	8.3
	B. Higher Professional Education - ICT	44.8	45.2	42.7	36.7	34.2	37.1	5.2	7.2	7.8	4.2	6.5	6.2	9.2	7.0	6.2
	B. Industrial Product Design	37.1	25.8	29.9	15.0	8.1	6.9	11.4	18.5	16.0	29.9	42.7	41.0	6.6	4.8	6.3
	B. Mechatronics	55.1	53.0	55.9	22.5	26.1	25.5	13.8	14.8	11.8	2.9	4.3	3.9	5.8	1.7	2.9
	B. Man and Technology	56.3	73.3	70.2	19.7	8.9	14.0	18.3	13.3	10.5	2.8	0.0	0.0	2.8	4.4	5.3
	B. Spatial Development	84.4	90.0	71.4	2.2	3.3	2.9	6.7	6.7	14.3	4.4	0.0	8.6	2.2	0.0	2.9
	B. Industrial Engineering and Management	71.2	62.3	58.9	12.5	14.3	13.7	13.5	18.2	21.9	0.0	3.9	1.4	2.9	1.3	4.1
	B. Engineering Physics	72.3	62.6	72.9	12.9	12.1	10.6	10.9	14.3	8.2	2.0	6.6	3.5	2.0	4.4	4.7
	B. Applied Mathematics	68.0	55.6	55.8	1.3	6.3	5.8	14.7	25.4	28.8	6.7	4.8	0.0	9.3	7.9	9.6
	B. Mechanical Engineering	46.6	47.7	54.5	15.5	15.4	10.6	23.6	23.8	27.6	8.7	8.5	5.7	5.6	4.6	1.6
Total		50.4	45.7	45.5	21.6	21.1	21.2	10.8	12.0	12.1	11.0	16.2	16.3	6.3	5.0	4.9
Total		44.6	38.8	39.2	26.5	26.2	25.9	5.0	5.5	6.1	16.2	22.5	23.7	7.8	7.0	5.0

Appendix 7 Returns

7.1 Propaedeutic yield after 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		
		2018	2019	2020	2018	2019	2020
Economics	B. Accountancy	52	30	36	41.3	31.6	36.7
	B. Business Administration	106	99	90	53.0	50.5	43.9
	B. Public Administration/Government Management	79	88	67	45.4	41.9	35.8
	B. Commercial Economics	65	51	48	42.2	33.6	33.3
	B. Communication	83	87	84	64.8	58.8	65.6
	B. European Studies	193	176	204	57.6	56.2	54.3
	B. Facility Management	85	83	73	50.6	51.2	51.0
	B. Finance & Control	117	108	109	48.8	46.4	48.2
	B. Human Resource Management	63	60	52	49.2	44.8	43.0
	B. Integral Safety Studies	150	188	140	45.9	52.5	40.9
	B. International Business	255	165	178	62.3	36.8	44.8
B. Entrepreneurship & Retail Management	71	71	89	46.1	43.6	42.2	
Total		1,319	1,206	1,170	51.9	46.2	45.4
Behaviour and Society	B. Education Studies	120	99	126	55.0	45.4	48.1
	B. Social Work	127	99	127	45.8	35.6	38.8
	B. Sports Science	64	80	110	36.8	44.0	52.6
	Total	311	278	363	46.5	40.9	45.5
Healthcare	B. Skin Therapy	88	112	102	78.6	77.2	73.9
	B. Nurse Training	194	92	157	55.9	44.9	54.0
	B. Nutrition and Dietetics	149	145	185	61.6	55.1	62.5
	Total	431	349	444	61.5	56.9	61.2
Education	B. Primary Education Teacher Training	57	35	16	42.9	37.2	16.8
	B. Physical Education Teacher Training - Grade One	122	87	63	55.5	38.3	25.7
	Total	179	122	79	50.7	38.0	23.2
Law	B. Higher Professional Education - Law	323	292	304	52.5	50.3	50.2
	Total	323	292	304	52.5	50.3	50.2
Engineering	B. Architecture and Construction Engineering	36	51	51	27.5	36.7	32.1
	B. Chemical Engineering	32	28	19	53.3	43.1	42.2
	B. Civil Engineering	45	26	17	45.9	35.6	30.4
	B. Communication and Multimedia Design	96	101	86	44.4	50.5	49.1
	B. Electrical Engineering	31	25	16	33.7	30.9	30.2
	B. Higher Professional Education - ICT	227	239	209	43.5	46.9	43.9
	B. Industrial Product Design	77	88	88	54.6	50.9	52.7
	B. Mechatronics	41	25	33	39.4	22.7	23.9
	B. Man and Technology	48	54	41	51.6	58.1	57.7
	B. Spatial Development	20	29	16	41.7	50.0	35.6
	B. Industrial Engineering and Management	35	38	34	36.1	38.4	33.0
	B. Engineering Physics	48	40	35	39.0	34.5	34.7
	B. Applied Mathematics	43	18	25	41.3	23.7	33.3
	B. Mechanical Engineering	97	71	52	44.7	42.0	32.9
Total		876	833	722	42.8	42.5	39.6
Total		3,439	3,080	3,082	49.6	45.5	44.9

** Higher Professional Education -ICT has been corrected to internal switchers

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

HOOP (HERP; Higher Education and Research Plan) FIELD	DEGREE PROGRAMME	NUMBER OF GRADUATES			AVERAGE STUDY DURATION		
		2019	2020	2021	2019	2020	2021
Economics	A.D. Facility Management	22	20	13	2.64	2.15	2.23
	A.D. Finance & Control	6	18	11	6.17	5.06	4.91
	B. Accountancy	51	48	52	6.33	6.31	5.98
	B. Business Administration	77	109	119	5.64	5.03	5.13
	B. Public Administration/Government Management	69	61	60	5.06	5.36	5.50
	B. Commercial Economics	118	124	95	5.41	5.39	5.26
	B. Communication	133	125	131	5.34	5.01	4.42
	B. European Studies	151	157	125	5.21	5.25	5.14
	B. Facility Management	102	117	117	4.99	4.84	4.71
	B. Finance & Control	127	126	118	5.01	5.10	5.31
	B. Human Resource Management	116	99	79	5.09	5.24	5.11
	B. Integral Safety Studies	115	146	136	5.14	4.86	4.93
	B. International Business	187	165	165	4.85	4.83	4.95
	B. Entrepreneurship & Retail Management	85	84	91	6.35	5.93	5.58
Total		1,359	1,399	1,312	5.23	5.12	5.05
Behaviour and Society	B. Cultural and Social Studies	8	6	-	6.38	7.33	-
	B. Social Work and Services	69	59	-	5.81	7.39	-
	B. Education Studies	71	95	88	4.94	4.79	4.83
	B. Educational and Social Assistance	84	40	-	5.52	7.28	-
	B. Social Work	43	77	128	4.07	4.31	5.19
	B. Sports Science	67	116	111	4.88	4.67	4.70
Total		342	393	327	5.17	5.34	4.93
Healthcare	B. Skin Therapy	104	113	92	5.06	4.69	4.55
	B. Nurse Training	115	118	146	4.12	4.03	4.12
	B. Nutrition and Dietetics	147	97	89	5.07	5.57	5.46
	Total	366	328	327	4.77	4.71	4.61
Education	B. Primary Education Teacher Training	77	58	61	5.17	5.24	5.44
	B. Physical Education Teacher Training - Grade One	95	128	79	5.15	4.92	5.25
	Total	172	186	140	5.16	5.02	5.34
Law	B. Higher Professional Education - Law	258	278	296	5.28	5.31	5.18
	Total	258	278	296	5.28	5.31	5.18
Engineering	B. Architecture and Construction Engineering	36	53	52	5.56	5.55	5.35
	B. Chemical Engineering	48	44	42	4.73	4.70	4.76
	B. Civil Engineering	56	57	46	4.71	4.72	4.63
	B. Communication and Multimedia Design	107	128	91	4.98	4.51	4.47
	B. Electrical Engineering	51	36	39	5.29	5.11	5.05
	B. Higher Professional Education - ICT	200	237	225	5.29	5.07	5.04
	B. Industrial Product Design	100	117	72	5.16	4.85	4.65
	B. Mechatronics	28	34	53	4.89	4.82	5.25
	B. Man and Technology	68	76	57	5.10	4.83	5.28
	B. Spatial Development	33	42	32	5.36	4.95	5.19
	B. Industrial Engineering and Management	44	63	46	5.14	4.83	5.26
	B. Engineering Physics	42	45	42	5.12	5.02	5.24
	B. Applied Mathematics	29	33	35	5.21	5.21	5.31
	B. Mechanical Engineering	125	139	127	5.34	5.02	5.20
Total		967	1,104	959	5.16	4.93	5.03
Total		3,464	3,688	3,361	5.16	5.06	5.01

7.3 Number of university dropouts full-time, part-time, and work-study programmes combined

HOOP (HERP; Higher Education and Research Plan) FIELD	DEGREE PROGRAMME	NUMBER OF UNIVERSITY DROPOUTS			AVERAGE STUDY DURATION		
		2019	2020	2021	2019	2020	2021
Economics	A.D. Facility Management	11	8	9	1.27	1.50	2.22
	A.D. Finance & Control	11	16	19	2.27	2.38	2.79
	B. Accountancy	43	58	52	3.23	2.33	2.46
	B. Business Administration	92	118	120	2.73	3.02	3.14
	B. Public Administration/Government Management	125	100	146	2.09	2.48	2.60
	B. Commercial Economics	70	99	100	3.03	3.21	3.79
	B. Communication	68	60	62	3.63	3.23	2.98
	B. European Studies	174	217	230	2.20	2.06	2.10
	B. Facility Management	73	59	72	2.32	3.19	2.58
	B. Finance & Control	98	97	128	2.86	2.66	2.20
	B. Human Resource Management	71	85	91	3.25	3.21	3.31
	B. Integral Safety Studies	139	162	181	2.13	1.86	2.40
	B. International Business	141	230	217	2.52	2.48	2.44
	B. Entrepreneurship & Retail Management	84	110	117	3.29	2.43	2.76
Total		1,200	1,419	1,544	2.62	2.54	2.63
Behaviour and Society	B. Cultural and Social Studies	2	3	-	10.50	10.67	-
	B. Social Work and Services	18	6	-	7.89	8.83	-
	B. Education Studies	98	112	201	1.56	1.54	1.81
	B. Educational and Social Assistance	15	3	-	6.93	11.00	-
	B. Social Work	176	204	234	1.95	1.90	2.50
	B. Sports Science	78	82	104	1.81	1.99	1.51
Total		387	410	539	2.34	2.05	2.05
Healthcare	B. Skin Therapy	36	20	29	1.44	2.25	2.24
	B. Nurse Training (Higher Professional Education-V)	201	110	143	1.36	1.88	1.99
	B. Nutrition and Dietetics	154	139	131	2.01	1.88	2.02
	Total Healthcare	391	269	303	1.62	1.91	2.02
Education	B. Primary Education Teacher Training	63	69	83	2.02	2.03	2.52
	B. Physical Education Teacher Training - Grade One	67	99	152	2.25	2.08	2.76
	Total	130	168	235	2.14	2.06	2.67
Law	B. Higher Professional Education - Law	266	355	366	2.40	2.17	2.56
	Total	266	355	366	2.40	2.17	2.56
Engineering	B. Architecture and Construction Engineering	53	57	109	2.38	2.21	1.96
	B. Chemical Engineering	33	23	25	3.33	2.17	2.52
	B. Civil Engineering	21	35	20	2.43	1.97	2.65
	B. Communication and Multimedia Design	64	86	80	2.81	2.87	2.46
	B. Electrical Engineering	42	21	26	2.05	1.52	2.50
	B. Higher Professional Education - ICT	204	261	323	2.42	2.52	2.51
	B. Industrial Product Design	79	86	68	2.48	2.14	2.25
	B. Mechatronics	45	60	68	1.49	1.60	1.69
	B. Man and Technology	32	33	22	2.72	1.91	2.32
	B. Spatial Development	24	25	23	1.75	1.80	3.09
	B. Industrial Engineering and Management	35	37	49	1.46	2.92	2.22
	B. Engineering Physics	57	64	60	2.00	2.19	1.82
	B. Applied Mathematics	49	52	49	2.00	1.85	1.84
	B. Mechanical Engineering	72	57	102	2.58	1.81	2.75
Total		810	897	1,024	2.33	2.25	2.32
Total		3,062	3,552	4,084	2.40	2.31	2.43

7.4 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			PERCENTAGE NBSA		
		2019	2020	2021	2019	2020	2021
Economics	A.D. Facility Management	6	8	8	20.7	42.1	44.4
	A.D. Finance & Control	15	8	19	71.4	53.3	76.0
	B. Accountancy	64	42	41	67.4	42.4	43.6
	B. Business Administration	64	109	101	32.5	52.9	60.8
	B. Public Administration/Government Management	60	98	94	28.3	52.4	47.5
	B. Commercial Economics	86	63	39	55.1	43.4	40.6
	B. Communication	141	28	31	95.3	21.9	25.2
	B. European Studies	166	143	138	53.0	38.0	37.7
	B. Facility Management	34	51	56	21.0	35.4	51.9
	B. Finance & Control	70	101	94	29.9	44.7	42.7
	B. Human Resource Management	47	49	61	34.8	40.5	46.9
	B. Integral Safety Studies	125	141	121	34.9	41.2	37.8
	B. International Business	356	256	275	79.5	64.5	63.1
	B. Entrepreneurship & Retail Management	69	99	45	42.3	46.9	33.1
Total		1303	1196	1123	48.8	45.7	46.1
Behaviour and Society	B. Education Studies	180	198	121	82.2	75.6	46.4
	B. Social Work	210	227	153	73.4	69.0	50.5
	B. Sports Science	87	56	76	47.8	26.8	31.5
	Total	477	481	350	69.3	60.1	43.5
Healthcare	B. Skin Therapy	71	42	47	49.0	30.4	37.9
	B. Nurse Training	97	123	123	47.3	42.3	47.9
	B. Nutrition and Dietetics	97	73	97	36.7	24.7	34.3
	Total	265	238	267	43.2	32.8	40.2
Education	B. Primary Education Teacher Training	42	55	35	44.7	55.6	39.3
	B. Physical Education Teacher Training - Grade One	207	146	108	91.2	59.6	48.9
	Total	249	201	143	77.6	58.4	46.1
Law	B. Higher Professional Education - Law	247	251	281	42.4	41.4	49.8
	Total	247	251	281	42.4	41.4	49.8
Engineering	B. Architecture and Construction Engineering	74	79	64	53.2	49.7	42.4
	B. Chemical Engineering	25	22	21	37.9	48.9	37.5
	B. Civil Engineering	44	29	20	60.3	50.0	51.3
	B. Communication and Multimedia Design	70	69	63	35.0	39.4	39.4
	B. Electrical Engineering	30	18	18	37.0	34.0	26.5
	B. Higher Professional Education - ICT	236	169	148	46.0	35.2	30.3
	B. Industrial Product Design	64	42	43	36.6	25.1	34.7
	B. Mechatronics	39	69	51	35.5	50.0	44.3
	B. Man and technology	31	23	16	33.3	32.4	35.6
	B. Spatial Development	21	20	9	36.2	44.4	30.0
	B. Industrial Engineering and Management	41	61	37	41.4	58.7	48.1
	B. Engineering Physics	41	49	24	35.3	48.5	26.4
	B. Applied Mathematics	37	37	26	48.7	49.3	41.3
	B. Mechanical Engineering	38	69	50	22.0	42.9	38.5
Total		791	756	590	40.1	41.3	36.0
Total		3332	3123	2754	48.7	45.1	42.9

* No negative advice was issued in 2019, 2020 and 2021. The counts include the numbers and percentages of students who received a suspended NBSA due to the pandemic.

Appendix 8 Profiling Fund for financial student support

Annual Report 2022

Implementation of the Profiling Fund Regulations for financial support to students. The Profiling 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 Committee

The Student Financial Support Committee (SFSC) met once every six weeks. The committee consists of an external chair, a student member and an official secretary.

In 2022, 116 applications were received and processed by the committee.

Applications in 2022 by Faculty

Faculty	Total	Special circumstances	Administrative activities
Governance, Law & Security	32	5	27
Business, Finance & Marketing	13	3	10
Health, Nutrition & Sports	13	5	8
IT & Design	7	0	7
Management & Organisation	11	2	9
Social Work & Education	3	2	1
Technology, Innovation & Society	37	4	33
Total number of applications in 2022	116	21	95

The 2022 Profiling Fund in figures

- A total of 116 applications were processed in 2022, including 95 applications related to administrative activities and 21 applications relating to special circumstances or activities.
- 109 applications were positively assessed:
- 20 applications were granted for special circumstances and activities:

Number	Circumstance
4	illness
1	special family circumstances; informal care
7	pregnancy and childbirth
3	disability
2	top-class sport or similar high-level activities
1	Non-studyability
1	illness combined with disability
1	illness combined with special family circumstances

- A total of 89 applications were granted for administrative activities.
- 6 times, Profiling Fund support was granted to non-EEA students in 2022. 1 for special circumstances and 5 for administrative activities.
- In 2022, support was granted for top-class sport twice (2).
- applications have been rejected.
- applications have been held pending additional information.
- The number of applications processed in 2022 (116) is significantly lower than the number of applications in 2021 (131) and in 2020 (138).
- An average of 9.5 months (289 days) was allocated to Financial support for special circumstances. In 2021 and in 2020: 8.3 months.

- An average of 4.3 months (131 days) was allocated to Financial support for administrative activities. In 2021 and in 2020: 4.0 months.
- Three objections were filed concerning a decision from the SFSC in 2022.
- The hardship clause was invoked six times in 2022.

Profiling fund 2022 - applications by circumstance

Faculty	2022	2021	2020	2019	2018	2017
Administrative grants	95	92	93	107	100	115
<i>Administrative grants for student associations/organisations</i>	33	19	25	32	31	36
<i>Administrative grants for study associations</i>	56	64	66	65	64	74
<i>Membership of committees within The Hague University of Applied Sciences</i>	6	9	2	10	5	5
Illness	4	10	7	11	17	19
Disability	3	6	7	10	29	26
Pregnancy and childbirth	7	14	10	7	9	15
Special family circumstances	1	5	7	4	9	8
Top-class sport or similar high-level activities	2	2	4	0	2	2
Non-studyability	1	0	1	0	0	4
Personal circumstances	0	1	0	0	0	1
Illness combined with non-studyability	0	0	0	0	1	1
Illness combined with special family circumstances	1	1	5	1	3	4
Illness combined with special family circumstances combined with non-studyability	0	0	0	0	1	0
Illness combined with pregnancy	0	0	0	0	0	1
Illness combined with disability	1	0	3	2	2	3
Disability combined with special family circumstances	1	0	0	2	0	0
Disability combined with illness combined with special family circumstances	0	0	0	1	0	0
Special family circumstances combined with non-studyability	0	0	1	1	0	0
Pregnancy combined with non-studyability	0	0	0	0	1	1
<i>Special family circumstances: informal care</i>	1	4	5	5	5	-
Applications rejected	4	8	14	7	17	15
Applications declared inadmissible	0	0	3	5	2	8
Applications withdrawn	0	0	0	0	0	2
Applications on hold	3	0	4	7	0	4
Objections	3	1	0	0	0	0
Total applications	116	131	138	146	174	200

Table: applications granted from Profiling Fund 2022

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: 19 Granted: 18	64,734	3,596	9.5 months (289 days)
Board/Committee members of study, student associations & committees	Applications: 95 Granted: 89	125,426	1,409	4.3 months (131 days)
Other categories ¹ <i>Achievements in sports or culture, financial support to non-EEA students, and others.</i>	Applications: 8 Granted: 8	19,875	2,484	6.5 months (198 days)

Financial accountability Profiling Fund 2022

A total amount of € 186,572 was disbursed from the Profiling Fund in 2022. This is € 4,953 more than in 2021 (€ 181,619) and € 68,584 less than in 2020 (€ 255,156).

An amount of € 77,916 was paid out to students who received support from the Profiling Fund on the basis of special circumstances or activities. An amount of € 108,656 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 2022 relates to support granted in previous years.

Notes

The total number of applications in 2022 (116) is significantly lower than in 2021 (131). The average number of months financial support for special circumstances was granted (9.5) is higher than in 2021 (8.3). The average number of months financial support for board-related support was granted (4.3) is slightly higher than in 2021 (4.0). The number of applications granted on the basis of special circumstances and activities (20) is significantly lower than in 2021 (36). The number of applications granted on the basis of board-related activities (89) is nearly the same as 2021 (87).

In the past three years, significantly less has been disbursed from the Profiling Fund than in previous years. The number of applications and support awarded on the basis of special circumstances is also significantly lower than in previous years. The number of board-related applications and support awarded is fairly stable. Both the lower payment from the fund and the decrease in number of applications that are based on special circumstances can be explained as follows:

In the 2017-2018 academic year, the Profiling Fund was also opened to international students without student finance. In the same academic year, THUAS implemented a number of policy changes to the Profiling fund regulations, affecting the amount to be disbursed and the duration of financial Profiling Fund support. These policy choices included maximising the number of months per academic year for which students can call on the Profiling Fund. In addition, it is no longer possible for students to call on the Profiling Fund for delaying circumstances at the time of payment from the Profiling Fund. This was the case until 2017. The effects of this policy change have been visible in recent years. In addition, many students incurring a delay due to illness or disability appeal to DUO (the Education Executive Agency) 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 Profiling Fund.

Students who claimed financial support from the Profiling Fund in 2022 all fall under the loan system and under the revised policy since 2017. This affects both the level of the benefit and the number of applications for support.

In the 2022-2023 academic year, the (fixed) amount of support per month has been increased. Part of the value of applications granted in 2022 concerns the increased monthly amount.

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 drivers (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.

Appendix 9 Considerations of Participation Bodies on Study Advance Funds and NPO 2022 Of:

The University Council
Date: May-2023

The overall picture the management paints is that last year, the process around the distribution of SVM and NPO funds with participation bodies involved, seems to have been constructive.

The degree programme committees and faculty councils indicate to the HR department that they have been involved in this process. A comprehensive general overview of all plans has also been prepared.

It is good to see that in its latest reflection, the management is self-critical and open about points of concern. Among other things, it sees resources being spread across too many plans which undermines the power of execution. There do not seem to have been any major problems, but the management still expresses some concerns that are important in future policy-making around this process.

HR agrees with the concerns identified, but finds some absent that are crucial and have also been identified in the reflections of the University Council concerning SVM/NPO in previous years, namely:

- 1 - The University Council knows that accountability to the Ministry of Education, Culture and Science strictly asks how the cooperation with the participation bodies was like. The University Council has previously indicated that the crux for implementation lies not so much in involving the participation bodies, but rather in getting educational teams and faculty offices, among others, to actively participate in making these plans. Doing so gives maximum understanding and support when implementing plans which are in line with (degree programme) plans that may or may not be in place.
- 2 - The way plans are made also requires attention in order to increase execution power. Situation analyses based on data, SMART goals, clear definition and prioritisation of and choices in actions and allocation to people do not always seem clear.
- 3 - Together with the already high workload, it leads to the difficulty of finding space for the implementation of these plans within the available time sheets (if these are timely and properly calculated).

This seems to be a pattern that characterises policy-making within our institution. This is something that happens in more institutions (NRO 2023). It provides an opportunity by which we can start to differentiate ourselves and, more importantly, there lies the key to reducing the workload e.g. by involving people, improve cooperation and thereby motivating them to stay and by simplifying and securing processes. This is how we collectively build a learning organisation that can make a difference - towards a fairer, more inclusive and sustainable world

The University Council
May 2023

Appendix 10 Notices of appeal and objection by topic

In calendar year 2022, the CBE received 505 notices of appeal. The DRC received 71 appeals in the year under review. In the previous calendar year, 593 and 73 appeals and objections were received, respectively.

College van Beroep voor de Examens (CBE; the Examinations)

Students filed appeals against the following decisions:

- BSA 92
- Registration for interim exams 3
- Marks | assessment of interim exams 271
- Work placement | graduation 38
- Measure 32
- Minors 33
- Other 36

As regards the 505 appeals filed:

- Declared inadmissible because the student did not complete the appeal in time: 39
- Student acquiesces in decision 31
- Withdrawn by student 122
- Withdrawn by student based on settlement offer 197
- Withdrawn by student based on defence 63
- Appeal settled after hearing 7
- Appeal declared unfounded 29
- Appeal declared founded 8
- Appeal inadmissible after hearing 1

At the time of writing this annual report, 8 appeals are still pending.

At the time of writing this annual report, 8 appeals are still pending.

A total of 3 students appealed against a decision of the CBE to the College van Beroep voor het Hoger Onderwijs (CBHO; the Higher Education Appeals Tribunal). These 3 appeals filed with the CBHO were all declared unfounded.

Dispute resolution committee (DRC)

Students filed objections against the following decisions:

- Tuition fees 3
- Student Financial Support (SFS) 3
- Enrolment 50
- Work placement 2
- Other 13

As regards the 71 objections filed;

● Declared inadmissible because the student did not complete the objection in time	3
● Student acquiesces in decision	3
● Withdrawn by student	13
● Withdrawn by student based on settlement offer	15
● Withdrawn by student based on defence	17
● Objection settled after hearing	2
● Objection declared unfounded	7
● Objection declared founded	3
● Objection inadmissible	4

At the time of writing, 4 objections are still pending.

Student complaints (other than about inappropriate 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 71 complaints in the year under review (78 complaints were filed in 2021). Complaints included graduation and support, entering marks, teacher/examination board, interim examinations and graduation delays.

As regards the 71 complaints:

● Declared inadmissible	5
● Settled with settlement agreement	10
● Settled with the student	8
● Withdrawn by student	11
● Declared founded	14
● Declared partly founded	9
● Declared unfounded	11
● Still pending at the time of reporting	3

Appendix 11 Abbreviations used

Abbreviation	Meaning
ABP	Algemeen Burgerlijk Pensioenfonds (General Pension Fund for Public Employees)
A.D.	Associate Degree
AI	Artificial Intelligence
AIVD	Algemene Inlichtingen- en Veiligheidsdienst (General Intelligence and Security Service)
OHSMS	Occupational health and safety management system
GDPR	General Data Protection Regulation
B&C	Business Operations & Control
BDC	Basic Didactic Competence
BF&M	Faculty Business Finance & Marketing
BEQ	Basic Examination Qualification
BPQAR	Branch Protocol for Quality Assurance Research
BLD	Blended Learning Desk
BL Lab	Blended Learning Lab
GLS	Faculty of Governance Law & Security
BSA	Binding Study Advice
ASUB	Above-statutory unemployment benefits
OB	Office of the Board
CBA	Collective bargaining agreement
CBE	College van Beroep voor de Examens (Examination Appeals Board)
CBS	Centraal Bureau voor de Statistiek (Statistics Netherlands)
CBHO	College van Beroep voor het Hoger Onderwijs (Higher Education Appeals Tribunal)
EDM	EB - Directors Meeting
COI	Criterion-Oriented Interviews
CIO	Chief Information Officer
CISO	Chief Information Security Officer
CMT	Crisis Management Team
CoE	Centres of Expertise
COIL	Collaborative Online International Learning
COT	Institute for Safety, Security and Crisis Management
CROHO	Centraal Register Opleidingen Hoger Onderwijs (Central Register of Higher Education Degree programmes)
EB	Executive Board
CRM	Customer Relationship Management
DER	Decentralised Employment Resources
DBA	Wet Deregulering Beoordeling Arbeidsrelaties (Assessment of Employment Relationships (Deregulation) Act)
DCC-PR	Digital Competence Centre Practice-based Research
SDM	Services Directors Meeting
SD	Sustainable Deployability
DIF	Dutch Innovation Factory
DPIAs	Data Protection Impact Assessments
DUO	Dienst Uitvoering Onderwijs (Education Executive Agency)
DUWO	Specialist in student accommodation
EAIE	European Association for International Education
EAC	Ethics Advisory Committee
EC	European Credits
CECG	European Counterfeiting Expertise Group[?] European Chemical Employers Group[?] Foundation Expertise Centre for Energetic Medicine[?]

Abbreviation	Meaning
ECHE	Erasmus Charter for Higher Education
ECIE	Expertise Centre for Inclusive Education
EEA	European Economic Area
ERD-WW	Eigen Risico Drager Werkloosheidwet (Risk Carrier under the Unemployment Act)
EQ	Equity
DPO	Data Protection Officer
FIT	Future IT
SFS	Student Financial Support
FTE	Full Time Equivalent
F&IT	Facilities and Information Technology
DRC	Disputes Resolution Committee
GNSK	Groot Nederlands Studenten Kampioenschap (Grand Dutch Student Championships)
GO	Green Office
HN&S	Faculty Health Nutrition & Sports
ANUAS	Arnhem Nijmegen University of Applied Sciences
HPE	Higher Professional Education
THCTL	The Hague Centre for Teaching & Learning
TTC	THUAS Teacher Competence
THUAS	The Hague University of Applied Sciences
HCS	Help and Complaint structure
THMP	The Hague Mentor Programme
UC	University Council
HRM	Human Resource Management
IARIA	International Academy, Research and Industry Association
ICM	International Communication Management
IFMC	International Finance Management and Control
ISO	Information Security Officer
ISO	Interstedelijk Studenten Overleg (Dutch National Student Association)
IT	Information Technology
IT&D	Faculty IT & Design
IQAR	Institutional Quality Assurance Review
IP	Information provision
IS	Integral Safety
IVEC	International Virtual Exchange Conference
QA	Quality agreements
KC	Centre of expertise
KPI	Key Performance Indicator
QIWI	Quality, Innovation, Welfare and Inflow
EBTC	Examination board training course
LLL	Lifelong learning
COG education	Career Orientation and Guidance
LSVb	Landelijk Studenten Vakbond (Dutch National Union of Students)
MaRep	Management reporting
SVE	Secondary vocational education
M&O	Faculty Management & Organisation
SME	Small and medium-sized enterprises
M&PC	Academy for Masters & Professional Courses
MoMi	Modern Migratiebeleid (Modern Migration Policy)
MYMP	Multi-year maintenance plan
MPHV	MasterPlan HuisVesting (Housing Master Plan)

Abbreviation	Meaning
NAFSA	Association of International Educators
NCCTS	National Coordinator for Counter-Terrorism and Security
NPO	Nationaal Plan Onderwijs (National Education Programme)
NSE	Nationale Studenten Enquête (National Student Survey)
NVAO	Nederlands Vlaamse Accreditatie Organisatie (Netherlands Flemish Accreditation Organisation)
Nuffic	Netherlands Organisation for International Cooperation in Higher Education
NWO	Nederlandse Organisatie voor Wetenschappelijk Onderzoek (Netherlands Organisation for Scientific Research)
SMS	Support and Management Staff
ESS	Educational support staff
DPC	Degree Programme Committee
OCW	Onderwijs Cultuur & Wetenschap (Education, Culture & Science)
EER	Education and Examination Regulations
OIC	Other Institutional Costs
ADPP	Annual Degree Programme Plan
EQC	Education Quality & Communication
PC	Degree programme curriculum
TS	Teaching staff
PT	Public transport
P&C cycle	Planning & Control cycle
PDCA	Plan Do Check Act
SS	Salaried staff
PME	Preventive Medical Examination
SEE	Self-employed staff
PO	Privacy Officer
PON/Telos Brabant	Social knowledge enterprise
PSW	Psychosocial Workload
RAP	Regional Ambition Plan
RIO	Register Instellingen en Opleidingen (Institutions and Programmes Register)
RDM	Research Data Management
R&D	Results & Development
RDM	Research Data Management
HIRA	Hazard identification and risk assessment
RRR	Rules and Regulations for Researchers
SB	Supervisory Board
R6	The R6 is the partnership of the six Randstad-based Rotterdam University of Applied Sciences, The Hague University of Applied Sciences, InHolland University of Applied Sciences, Amsterdam University of Applied Sciences, Utrecht University of Applied Sciences and Leiden University of Applied Sciences.
SIA	Stichting Innovatie Alliantie (Innovation Alliance Foundation)
STC	Senior Teacher Competence
SDG	Sustainable Development Goal
SEA	Study Success Caribbean Students
SEQ	Senior Examination Qualification
SCC	Study Career Counsellor
CS	Customised Studying
SPP	Strategic Personnel Plan
'STAP'	Stimulerende Arbeidsmarkt Positie (Labour Market Position Incentive)

Abbreviation	Meaning
SURF	Samenwerkende Universitaire RekenFaciliteiten (Cooperating University Computing Facilities)
SAF	Study advance funds
SWE	Faculty of Social Work & Education
'SZW'	Sociale Verzekeringswet (Social Insurance Act)
THGS	The Hague Graduate School
THiNK FeST	
TIAS	Business School University of Tilburg
EIS	Faculty of Engineering Innovation & Society
TLH	The Lighthouse
TNO	Toets Nieuwe Opleiding (New Degree Programme Assessment)
TC	Total capital
CAS	Challenging, Activating, Studyable
UNESCO	United Nations Educational, Scientific and Cultural Organization
USANL	Universities of Applied Sciences Netherlands
VH	Vereniging Hogescholen (Association of Universities of Applied Sciences)
VIC	Virtual International Cooperation
VNO-NCW	Verbond van Nederlandse Ondernemingen - Nederlands Christelijk Werkgeversbond (Confederation of Netherlands Industry and Employers)
CAUB	Confidential Advisor on Undesirable Behaviour
VSNU	Vereniging van Samenwerkende Nederlandse Universiteiten (Association of Cooperating Dutch Universities)
OA	Owners' Association
PR	Provisions
WHY	We Hear You
SI	Scientific Integrity
'WIA'	Werk en Inkomen naar Arbeidsvermogen (Work and Income (Capacity for Work) Act)
'WIEG'	wet invoering extra geboorteverlof (act introducing extra birth leave)
WIN	Global citizenship, Internationalisation, Networking school
HKS	Heat Cold Storage
'WNT'	Wet Normering Topinkomens (Executives' Pay (Standards) Act)
WS	Working time reduction Seniors
'WW'	Werkloosheidwet (Unemployment Act)
'WZH'	Woonzorg Centra Haaglanden (Residential Care Centres Haaglanden)
Xnet	Network ex-employees
ZHIA	Zuid-Holland Impactalliantie (South Holland Impact Alliance)

Colophon

Annual report and financial statements 2022 is a publication of The Hague University of Applied Sciences

Coordination and editing

Business Operations & Control

Graphic design and photography

Education, Knowledge & Communication Service

The Hague University of Applied Sciences

Johanna Westerdijkplein 75

P.O. box 13336

2501 EH The Hague

www.thuas.com

June 2023

