

Annual Report

Board Report and Financial Statements

2023

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THE HAGUE
UNIVERSITY OF
APPLIED SCIENCES

Annual Report 2023

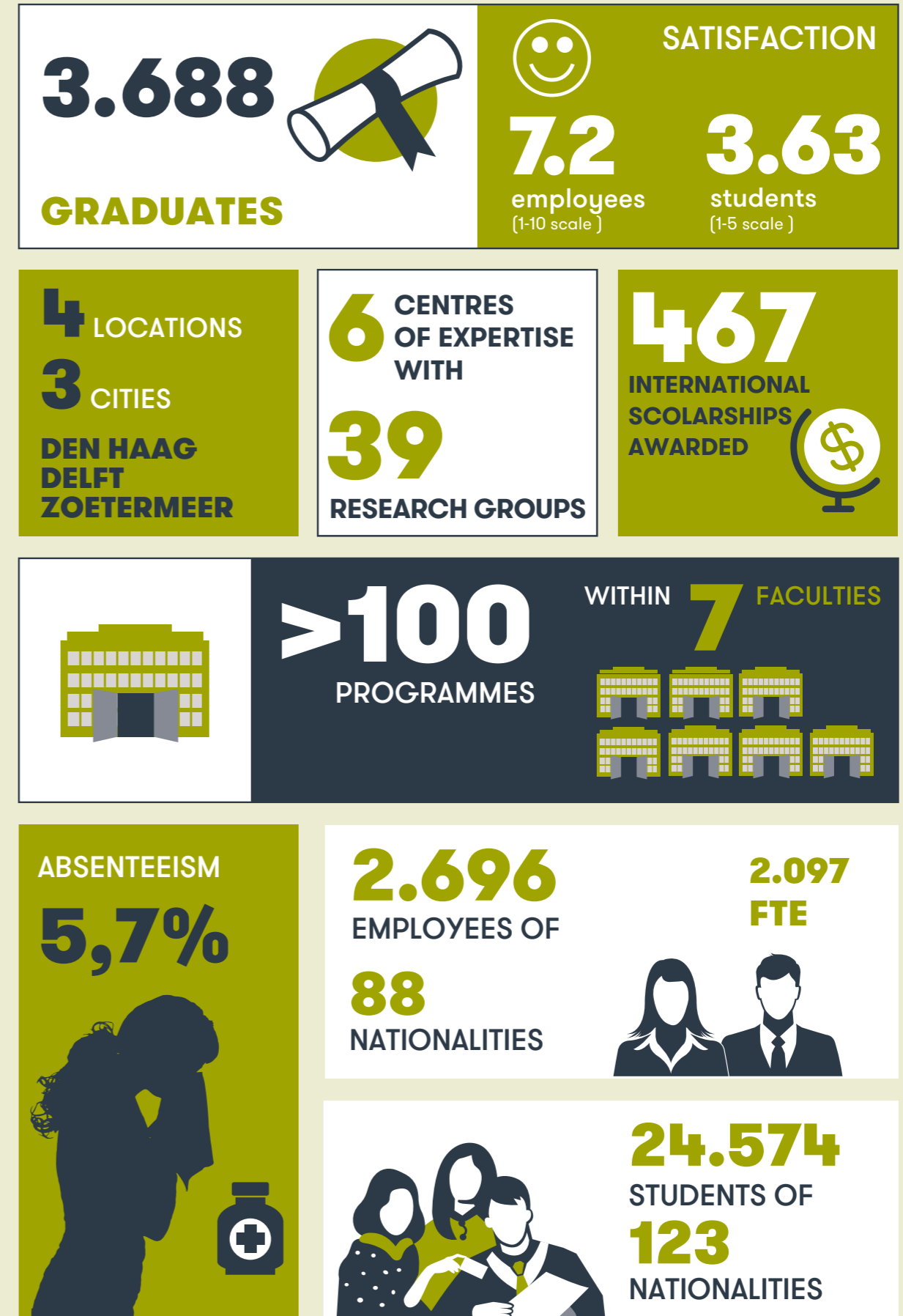
**Board Report
and
Financial Statements**

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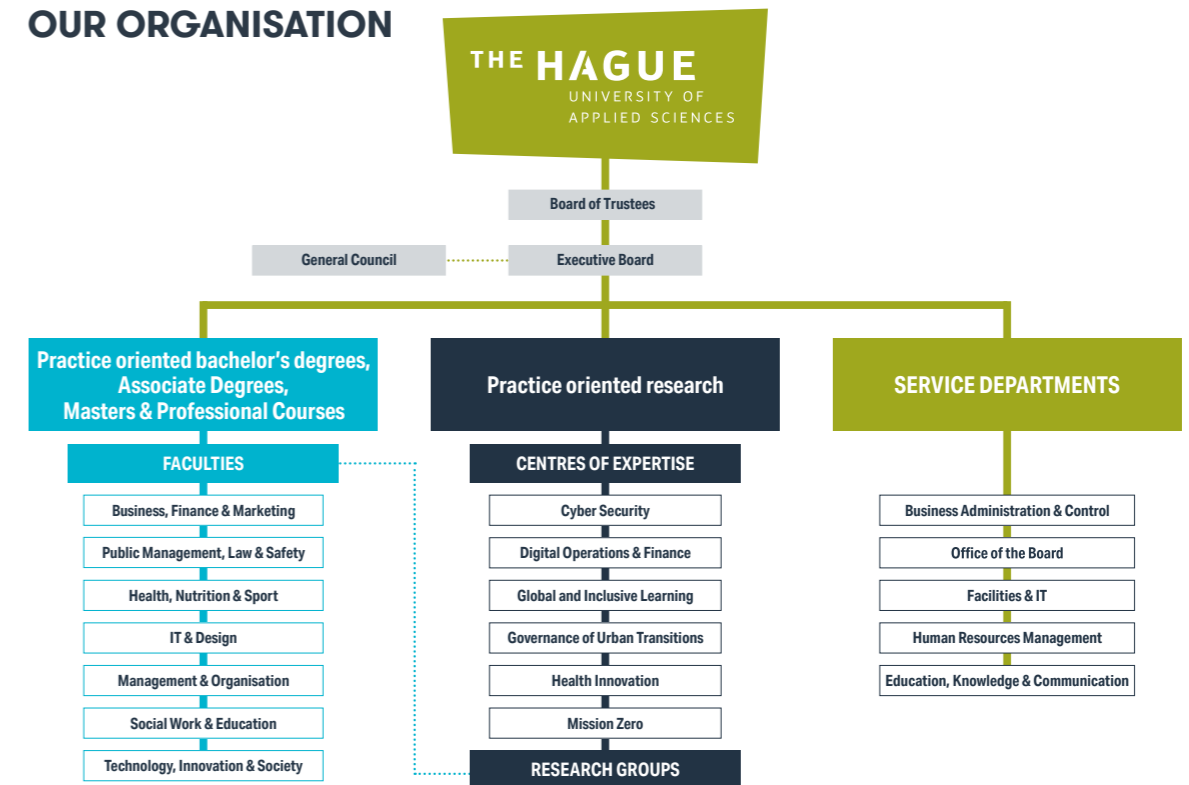
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THUAS in a Nutshell



Organisation Chart

OUR ORGANISATION



*) Global Governance centre of expertise closed in 2022

Chapter 1

Working on the THUAS Ambitions Together

(Board Report)



In 2023, The Hague University of Applied Sciences has taken important steps to realise the ambitions described in our Strategic Plan 'Onderzoekend leren met impact' (Inquiry-Based Learning with Impact). We are proud of strengthening the quality of our education and research via student and staff participation, and in co-creation with our collaboration partners. In this Board Report, we look back on the major developments that occurred in the continued development of THUAS as a knowledge institution.

Strategic Plan

The Strategic Plan officially came into force on 1 January 2023. This launched the planning period characterised by a programmatic approach for 2023-2028. Two important milestones we achieved were the creation of the Educational Vision 'Leren op De Haagse Hogeschool' (Learning at The Hague University of Applied Sciences) and the Knowledge Agenda 'Samenwerken aan transities' (Collaborating on Transitions). With the Educational Vision and the Knowledge Agenda, we bring focus to substantive themes, raise our profile externally and improve our education to provide relevance and quality to all our students.

Developments around us

As an international knowledge institution, The Hague University of Applied Sciences is committed to a sustainable and just world. In 2023, that world was constantly changing. From the wars in Ukraine and the Middle East (including their effect on our students and colleagues) to preparations for the The Hague Climate Deals. The political discussion on international student flows prompted us to highlight the added value of internationalisation for our education and research. Steps were taken regionally to strengthen the connection with the labour market, especially in shortage sectors. In doing so, The Hague University of Applied Sciences showed that co-creation is in our DNA.

Supervision and governance

Some changes occurred in the composition of the Supervisory Board and the Executive Board. 'In April', Executive Board member Hans Camps bid farewell to THUAS. He was succeeded by Hans Nederlof in mid-August. Chairperson Elisabeth Minnemann was reappointed for a four-year term. The Supervisory Board said farewell to Raymond Gradus, after which Jan Bos and Arjan Blok joined the board. Kristel Baele will start her second term in 2024. In view of the major changes that are about to take place in the F&IT service and in the area of digitisation and IT, the audit committee of the Supervisory Board decided to set up a sub-committee on digitisation and IT.

Participation

After the summer break, the General Council started with an almost entirely new composition. The Council and the Executive Board ratified their mutual trust in cooperation, in the form of a covenant. In 2024, the results of the Research Report 'Medezeggenschap Versterkt!' (Participation Strengthened!), commissioned by the registry, will be translated into a plan of action to boost both formal and informal participation within THUAS.

Strategy The Hague University of Applied Sciences 2023 - 2028



Our mission

The Hague University of Applied Sciences contributes to a sustainable and just society through high-quality and practice-oriented education and research. In our internationally oriented knowledge institution, we educate students to become critical thinking and learning global citizens. In close cooperation with regional and international partners, we develop practical answers to social challenges.



Core values

Curious

We are open to others and curious about the world around us. We invest in our professional growth by seeking out knowledge that transcends our own expertise and experience.

Connecting

We embrace diversity and stand for inclusive participation in our community. We connect with society and seek collaboration with external partners.

Caring

We help each other - as individuals and as a community. We live, learn, and work for a sustainable and just future.



Strategic themes and ambitions

I. Quality of education and research

1. Continuous improvement of the quality of education
2. Inquiry-based learning culture
3. Flexible and interdisciplinary education
4. Strong international profile
5. Open educational resources and open science

III. Contribution to a sustainable and just world

9. Integrate sustainability and justice in education and research
10. Sustainable and just organisation

II. Co-creation with the professional field

6. Education and research with external partners
7. Greater impact of research
8. Current education portfolio and Lifelong Learning

IV. An inclusive community

11. Well-being of students and staff comes first
12. Inclusive culture



How will we achieve this together?

- A professional culture where quality, innovation, and learning are central
- Working in teams responsible for results
- Simplify processes and operations for the benefit of execution
- Excellent and modern support

Social safety and inclusion

THUAS has previously signed the Administrative Agreement and the Amnesty Manifesto. Partly in response to these, we adopted the Social Safety Action Plan in June 2023 to further strengthen our inclusive community. With this plan, we are intensifying our commitment to activities that help promote social safety, wellbeing and an inclusive culture for our students and staff. We will continue this process in 2024 with the implementation of an integrated Social Safety and Inclusion programme.

Student satisfaction and the quality of our education

We achieved a positive result in the Selection Guide for the second year in a row. The Applied Data Science & Artificial Intelligence programme has been named 'topopleiding Keuzegids 2024' (top-ranked degree programme in the Selection Guide for 2024). THUAS also scored well in the Best programme survey of EW weekly magazine (formerly Elsevier): silver medals for the Facility Management degree programme and Safety and Security Management Studies, and a further five honourable mentions for our degree programmes. The medals relate to student satisfaction from the NSE 2023 (national student survey 2023).

Appreciation

We like to end 2023 by showing our appreciation for our students, staff and collaborative partners. Together, we have made great strides in realising our ambitions and look forward with confidence to developing the planned initiatives in 2024.

Arend Hardorff
 Elisabeth Minnemann
 Hans Nederlof



Chapter 2

Strategic Plan 2023-2028: Realising Ambitions



In the Strategic Plan, we have determined the course for The Hague University of Applied Sciences for the next six years. To that end, we entered into discussions with more than 26,000 of our students, nearly 2,700 of our staff members and with our external partners. Most of all, we listened carefully. We went in search of our strengths and weaknesses, opportunities and threats - and above all, images of our desired future. We tested and improved our insights and ideas. By 2023, the strategy has been further concretised into an Implementation Agenda. In the Implementation Agenda, we have translated ambitions into efforts to be made in the coming years.

Realising the Educational Vision and Knowledge Agenda

Two important milestones we achieved in 2023 were the creation of the Educational Vision 'Leren op de Haagse Hogeschool' (Learning at The Hague University of Applied Sciences) and the Knowledge Agenda 'Samenwerken aan transitie' (Collaborating on Transitions).

The Educational Vision enables us to fulfil our ambitions from the Strategic Plan in the coming years. We want our graduates to be critically thinking and learning global citizens who are equipped to contribute to a sustainable and just world in their professional practice. We do this in close cooperation with regional and international partners. In this way, we want to be able to formulate concrete answers to questions from society. We want to work on success and reduce the amount of students dropping out or exceeding the specified programme duration. We also want to combat the waste of talent. By offering personalised, more flexible (future) learning paths, we aim to better meet the needs of (future) students and the professional field.

With the Knowledge Agenda, we aim to further increase our social impact by:

1. strengthening collaboration in the education, research and society triangle;
2. deepening internal collaboration between faculties, centres of expertise and service departments;
3. raising the profile of The Hague University of Applied Sciences as a knowledge institute.

We combine our efforts on a limited number of themes uniting centres of expertise, faculties, services and external stakeholders. With the three themes specified below, we want to make our mark and be recognisable as a university of applied sciences.

- just coexistence: collaborating on equal opportunities for a good life, health and education;
- transition to sustainability: working on a systemic transition to balance and sustainability;
- digital future: digital technology for a just and sustainable society.

These three themes are where the substantive focus of research at our university of applied sciences will be in the coming years. We will structurally invest more in programmes, projects and initiatives around these themes, always in the triangle of education, research and the outside world. This allows everyone in The Hague University of Applied Sciences to contribute to the realisation of the ambitions in the Knowledge Agenda.

In our new Knowledge Agenda 'Samenwerken aan transitie' (Collaborating on Transitions), we encourage the development of our strategic partnerships, the further development of our research infrastructure and take another step forward in 2023 to continue increasing the impact of our research.

Artificial intelligence

The Hague University of Applied Sciences is developing a policy on artificial intelligence (AI) in a partnership between research, education and services in the programme 'Versnellingsagenda AI' (AI Acceleration Agenda). The acceleration agenda was launched at the end of 2023, but that was not the starting date of our focus on AI. For example, the education advisers in the faculties, the Testing Lab and the Blended Learning Lab already compiled the guide 'ChatGPT en Toetsing' (ChatGPT and Testing) in the beginning of 2023. On 15 June 2023, the AI Fest was held at THUAS. We also initiated the development of the 'Toolkit AI in je toetsontwerp' (AI Toolkit in your test design).

We include developments in (generative) AI in the implementation of the Educational Vision, both as a subject of education itself and assessment, and in digitalisation and blended forms of education. In support thereof, we are continuing to shape the AI policy university-wide. As (G)AI is constantly evolving, we are using broad-based and value-driven frameworks, which enable us to steer dynamically. During the year under review, we described the first outlines in two (draft) notes: 'AI & digitalisering bij De HHs: voor een duurzame en rechtvaardige samenleving' (AI & digitalisation at THUAS: for a sustainable and just society) and '(G)AI Operationele Strategie HHs' ((G)AI - THUAS Operational Strategy). In 2024, these contours will be developed further, as the start of an unambiguous and resilient (G)AI policy in the relevant policy documents and guidelines.



Strengthening external relations

External relations connect The Hague University of Applied Sciences with the outside world and vice versa. This took shape in the form of structural relationship management (such as with the new members of the House of Representatives) and through concrete collaborative efforts in the region, for example through the Zuid-Hollandse Impact Alliantie (ZHIA; the South-Holland Impact Alliance) and the R6 chairmanship of the six major Randstad universities of applied sciences. The commitment to co-creation with the region took shape in the form of key files, such as the Student Housing Action Plan, chain cooperation in Delft (with the relaunch of City Deal Kennis Maken) and the launch of the Global Educators Lab. In 2023, we strengthened our contacts with educational institutions, businesses and the government. Networks were also created within THUAS, such as the internal network of colleagues on external relations, aimed at the mutual exchange of knowledge. This contributed to the visibility of THUAS and the impact of our education and research.

Internationalisation

THUAS welcomed more than 80 international university partners from more than 30 countries for the International Partner Days (symposium and discovery day) as a prelude to the EAIE: European Association of International Education conference in Rotterdam (6,500 participants). When it comes to collaborative online international learning (COIL), the THUAS profile was enhanced by grants and projects under the heading of VIS (Virtual International Collaboration). Through a renewed contract with Navitas, THUAS welcomed more than 150 international students. By relaunching, deepening and strengthening the The Hague Network - a network of seven European university partners in education and research - we took a strategic step towards greater internationalisation in the year under review. There was much lobbying of national stakeholders concerning the international recruitment freeze. This also led to the internet consultation on the WIB ('Wet internationaliseren in balans'; the Balanced Internationalisation Act), a joint open letter from the Economic Boards, a fact sheet on the preparatory year, visits by members of the House of Representatives and frequent consultations with the Vereniging Hogescholen (Netherlands Association of Universities of Applied Sciences) and with internal stakeholders.

Sustainability and fairness

THUAS's position on the SustainaBul, the annual sustainability ranking among Dutch higher education institutions, improved from place 20 to place 15, thanks to several good practices in education, research and business operations within THUAS and through various educational activities focused on green procurement, green IT and green competences. The Waterman lecture and participation in the national SDG coalition underlined the commitment to environmental quality and sustainability goals. The Green Office organised a variety of programme activities during the year under review, ranging from clothing recycling to litter reduction. The Sustainability Week was held in October, highlighting an integrated approach to sustainability.

An inclusive community

Building on the solid foundation laid by the Diversity & Inclusion Taskforce, the Inclusion Office focused on community building, raising awareness and various initiatives. Key efforts included:

- the further implementation of the approach to internship discrimination, in cooperation with other institutions under the banner "de Haagse Aanpak Gelijke Stagekansen" (The Hague Approach to Equal Internship Opportunities);
- improving the internship agreement with explicit attention paid to internship discrimination;
- holding inclusion sessions at various faculties to promote an inclusive working and learning environment.

Important milestones also included the signing of the UN Convention on Inclusive Education, the launch of the free menstrual products pilot and the Convenant Haagse Dreamers (The Hague Dreamers Covenant) initiative, aimed at accessibility and support for undocumented youth in education. These initiatives helped create an inclusive university for diverse communities where everyone feels valued.

Chapter 3

Education and Research



3.1 Range of Education Offered

The range of education we offer is regularly updated to meet developments in the student and labour market. To further develop this range on the basis of shared frameworks and focus, we started drafting the portfolio strategy in 2023. This involves the entire THUAS portfolio, including its lifelong learning range. The strategy is in line with current developments in the labour market (with a focus on shortage sectors), trends in student inflow, themes from the Knowledge Agenda and changes in society. We will adopt this portfolio strategy in the first quarter of 2024. Both the development of our own portfolio and the development of lifelong learning programmes are part of the Implementation Agenda of our Strategic Plan.

Three new degree programmes started in September 2023: the Associate Degree in E-Commerce, the Associate Degree in Online Marketing (both part-time programmes) and the Master's Degree in Next Level Engineering (full-time programme). Moreover, six variants of degree programmes began: a work-study and a full-time associate degree, three work-study bachelor's degrees and a part-time master's degree programme. The Primary Education Teacher Training (PABO) and Physical Education Teacher Training (HALO) programmes offered students the opportunity to obtain both degrees in an integrated degree programme, in 4.5 years – a first. In September 2023, the Management & Organisation Track programme was launched as a pilot. This is a broad propaedeutic year, after which students from year 2 choose one of the degree programmes within the business domain and we enable students to switch programmes (if required), reducing the drop-out rate in the process.

In September 2024, three associate degrees approved by the Commissie Doelmatigheid Hoger Onderwijs (CDHO; the Higher Education Efficiency Committee) and the Nederlands-Vlaamse Accreditatieorganisatie (NVAO; the Accreditation Organisation of the Netherlands and Flanders) will be started: the Associate Degree in Social Work (part-time/work-study) and the Associate Degree in Technical Business Administration (part-time). We now offer the Data Science & AI bachelor's degree programme at our Zoetermeer campus, with the The Hague main campus also offering the programme from September 2024.

In line with the new 'Regeling macrodoelmatig opleidingsaanbod hoger onderwijs 2023' (Regulations for higher education macro-efficient degree programmes on offer 2023), THUAS announced four new programmes to the CDHO: the Associate Degree in E-Commerce (full-time and work-study), the Associate Degree in Online Marketing (full-time and work-study), the Master's Degree in Public Procurement (joint degree) and the Master's Degree in Applied Quantum Technology (joint degree).

THUAS also gave the go-ahead for the development of cross-sectoral masters, together with other universities of applied sciences. The target start date is September 2025. In 2024, all the above initiatives will pass both the macro-efficiency test and the 'toets nieuwe opleiding' (TNO; the new programme test). In line with the 'Bestuursakkoord Flexibilisering Lerarenopleidingen' (Administrative Agreement on Flexibilisation of Teacher Training), we also explored a flexible HALO variant.

Educational labs

To support education in key developments, we offer educational advice through 'teaching and learning labs'. For example, we have a Testing Lab to support the quality and development of testing and assessment, we are working with the Language Lab to develop language-aware education at the faculties, we deploy the Coaching and Support Lab to assist in student support and we are deploying the Blended Learning Lab to support blended education.

In 2023, we started to further integrate educational disciplines and support educational innovation and digitalisation by working on a Centre for Teaching and Learning (CTL) under the Npuls programme. All Dutch educational institutions are committed to shaping such a Centre for Teaching and Learning. The Hague University of Applied Sciences also applied for a grant from Npuls to form a CTL in autumn 2023. The exact details and structure of the CTL will be further worked on in 2024.

3.2 Accreditations and Quality Assurance

In 2023, two existing degree programmes at The Hague University of Applied Sciences were re-accredited: Public Administration/Government Management and Mechatronics. After a successful site visit, the NVAO confirmed that they uphold their accreditation. The NVAO also accredited four new degree programmes: the Master's Degree in Next Level Engineering, the Associate Degree in Online Marketing, the Associate Degree in E-commerce and the Associate Degree in Social Work.

Quality is one of the cornerstones of the Strategic Plan. The further development of our quality assurance is therefore also part of the Implementation Agenda. In 2023, we explored how we want to evolve in our quality policy. A project to implement the improvement will be launched in 2024.

Degree programme name	Associate/Bachelor/Master	Assessment	Decision	NVAO decision date
Mechatronics	Bachelor	Accreditation of existing degree programme	Positive	1 February 2023
Next Level Engineering	Master	Accreditation of new degree programme	Positive	1 February 2023
E-commerce	A.D.	Accreditation of new degree programme	Positive subject to conditions	16 February 2023
Online Marketing	A.D.	Accreditation of new degree programme	Positive	11 May 2023
E-commerce	A.D.	Accreditation of new degree programme – Prerequisites	Positive	20 June 2023
Social Work	A.D.	Accreditation of new degree programme	Positive	28 August 2023
Public Administration / Public Management	Bachelor	Accreditation of existing degree programme	Positive	8 September 2023

3.3 Student Satisfaction

In 2023, we observed a university-wide increase in student satisfaction. We work every day to continue this trend. We use three tools to keep track of student satisfaction: the National Student Survey, the HBO Monitor and the Student Panel for Surveys.

National Student Survey

As regards student satisfaction with the degree programme in general and the corresponding atmosphere, The Hague University of Applied Sciences scored significantly higher than the reference group average¹ and has increased again. The score for the question of whether a student would choose the degree programme again remained constant (3.60). We saw stable and strong scores on the national core themes of content (3.55), lecturers (3.60), alignment with professional practice (3.66), involvement and contact (3.67) and study support (3.67). Testing and assessment (3.48) is still a high-priority area for improvement.

Within the reference group, THUAS stood out positively as it did last year by being the only - or biggest - riser on many themes and, by being the smallest faller on the lecturer theme. In 2023, a new question block on wellbeing was taken, showing mainly strong scores. Students rated the question 'How are you?' a 3.72. They were less satisfied with the focus within the programme on student wellbeing (3.24).

The choice theme 'challenge and commitment' retained a strong score (3.55); study load (3.33) remained a high-priority improvement area in 2023. The THUAS online and physical education question block showed increased scores overall.

HBO Monitor

The results of the HBO Monitor 2022, reported in 2023, provide insight into the degree programme satisfaction and the labour market position of graduates from academic year 2020-2021.

THUAS continued the positive trend of 2020 in the themes of labour market success and match between education and work. Despite the COVID crisis, our graduates did well in the labour market. Unemployment among THUAS graduates fell from 5.7 percent to 4.5 percent. This did mean that unemployment among our graduates was higher than for similar degree programmes within the R6. There, the average was 3.4 percent.

When asked targeted COVID questions in 2022, a quarter of THUAS graduates indicated that the COVID crisis and COVID measures caused great difficulties in finding a job and that finding suitable work was difficult.

¹ The reference group consists of the Rotterdam University of Applied Sciences, the Utrecht University of Applied Sciences, the Inholland University of Applied Sciences and the Amsterdam University of Applied Sciences.

Student Panel for Surveys

The Student Panel for Surveys enables us to collect input on (policy) outcomes among a cross-section of the student population in a flexible and quality-oriented manner. In 2023, we conducted a recruitment campaign and the panel grew from five hundred to almost a thousand members. In the year under review, the Student Panel for Surveys was involved in five online quantitative surveys on different subjects and with different internal clients. We also used the panel four times to recruit students for qualitative (follow-up) research. For instance, a survey on student wellbeing and counselling was conducted, which showed that while the majority of students feel at home within the programme, 49 percent of students also experience stress. Opinions on support vary. We will use these results to improve the alignment of student support services with their needs and to further develop initiatives such as the Study Buddy programme. Because we also feed all these results back via the website (<https://panel.dehaagsehogeschool.nl/results.html>), we directly contribute to students' experiencing that they are being heard and that we are doing something with their input.

3.4 Student

Student wellbeing

The latest wellbeing survey paints a mixed picture of how our students are doing and whether students are receiving the proper, or correct, support.

In the 2023 wellbeing survey, students rated their wellbeing an average of 6.4 on a scale of 0 to 10. 49 percent experience a (very) great deal of stress concerning their studies and 59 percent is able to cope well with setbacks. 32 percent think that the programme pays sufficient attention to wellbeing; 25 percent think that that is not the case. 71 percent find support important. To determine trends or draw comparisons with other institutions on this point, follow-up or alignment is needed in the R6-/VH respectively. In the year under review, the three pillars of student wellbeing remained topical: strengthening the sense of belonging, improving the provision of information and further professionalising the support chain. The Hague University of Applied Sciences also joined the social safety pilot monitor (taking place in 2024). The aim in this is get a better understanding of the bottlenecks that students experience with respect to feeling safe and at home.

Strengthening the sense of belonging

Feeling at home at The Hague University of Applied Sciences and the programme is essential for student wellbeing. A Social Safety Action Plan was drawn up together with HRM. We want to strengthen the sense of belonging. We do this by deploying extra capacity for adequate incident handling. We also hold workshops across the organisation to raise awareness about social safety. Also refer to chapter 6: Safety, support, and complaints structure.

Campus

Our various wellbeing events, at all locations and for all students, give our students a birds-eye view of the support we offer on the various wellbeing themes. It will then be easier for the students to seek activities relating to their support needs. In October 2023, The Hague University of Applied Sciences signed the UN treaty on Rights of Persons with Disabilities. This sets out to the requirements to improve the position of people with disabilities.

Improving the provision of information

We know that students who sought support generally feel that they've been given a helping hand. Targeted research in the Student Panel for Surveys show this, among other sources. By raising awareness for the support available, we aim to reach more students. In order to raise this awareness in all locations, we paid attention to THUAS' support in various wellbeing events during the year under review. The content and layout of the services square on the Student Portal was also greatly improved.

In addition, we started working with a student team to promote student wellbeing in 2023. In the year under review, six students from various programmes started this process. They did so under the 'Wellbees' name. The Wellbees were affiliated with various events and the induction week during the year under review. They also organised activities such as the Short Film Festival and set up their own meeting place, the Wellbee Corner.

Professionalising the support chain

- **The Coaching and Support Lab** has developed various customised workshops for tutors. Those workshops also concerned the support structure for students. Tutors are well-aware of this lab and frequently turn to it for help on counselling, identification and referral, (n)BSA, study skills and study doubts. Several support tools have been developed and made available.

- **Student counsellor's office**

The student counsellor's office had almost 19,000 meetings with students in the year under review, a considerable increase compared to previous years. In part, this increase can be explained by a double BSA cohort due to the suspension of binding study advice during the COVID pandemic. More students also called on the student counsellors during the rest of the year under review. Over 40 percent of these meetings took place online. The remaining interviews were mostly carried out on campus. That ratio was in line with the trend of previous years. Students' mental health problems increased, as did the severity and complexity of these problems. Also in the year under review, the student counsellor's office was able to provide support to a large number of students experiencing personal problems. The most common problems were stress-related mental problems related to financial concerns, waiting lists in healthcare and housing. In addition, student counsellors saw a growing number of students with support needs for personal, often mental issues. The accessibility of the student counsellor's office improved by relocation to a more visible and physically accessible location within THUAS in the summer of 2023 and due to more proactively raising awareness of the support structures.

- **Student psychologists**

The trend that students' psychological well-being is under pressure is also visible among student psychologists. They were also more accessible, in part thanks to relocation during the year under review. The number of applications again rose sharply (34 percent) in 2023. Almost eight hundred individual students called on the student psychologists. The number of appointments with students also showed a major increase (56 percent). The number of crisis reports remained stable at 22.

Among enrolled students, first-year students are by far the majority (39 percent). Furthermore, the number of applications from international students continued to increase. This group accounted for over a quarter (27 percent) of applications to the student psychologist in the year under review.

The problems students mentioned were very varied: study-related problems, stressful circumstances, psychological complaints and general complaints.

The student psychologists evaluate their range of training offered on an annual basis. In 2023, they offered 19 training courses, in which a total of 275 students participated. This was an increase compared to 2022.

Internship point, internship discrimination

An internship is an important stage in the development of students, and discrimination should never be a bottleneck there. In 2023, The Hague University of Applied Sciences co-signed the 'Haags Manifest Gelijke Stagekansen' (The Hague Manifesto on Equal Internship Opportunities). This is in line with the ambitions in the Strategic Plan: to strive for an inclusive culture and the removal of bottlenecks for students who experience problems finding internships and who need extra support in this process.

National research shows that it is not easy to speak up about internship discrimination. Eliminating it is even more difficult. Research by Lector Naomi van Stapele among 86 students reveals that in academic year 2022-2023, 20 percent of students felt discriminated against during the internship selection phase. Meanwhile, THUAS has amended the internship agreement accordingly; it now explicitly addresses discrimination and other undesirable behaviour.

In addition, the Internship Point has been set up, which can provide students with additional support in networking and applying for an internship position. The Internship Point is also a reporting centre for internship discrimination. Internship coordinators of the degree programmes were informed on how to recognise internship discrimination and how it can be discussed. THUAS will vigorously pursue these efforts in the coming years.

Transferring to higher professional education

To increase the likelihood of a successful transition from secondary education to higher professional education, The Hague University of Applied Sciences has set up the H/Overstap (H/Transfer) programme, funded by the Regional Ambition Plan (RAP). In the second tranche (2022 to 2025), we will continue to build on the existing regional cooperation which includes parties like the Spirit4You platform. We make cooperation with the supplying education sector more sustainable by, among other things, holding periodic consultations, seeking input on the design and content of their study programmes and participating in various regionally-oriented initiatives. These include student counsellors' days from

Onderwijsnetwerk Zuid-Holland (South Holland Education Network), networking meetings and professionalisation days. In the reporting year, these initiatives were all developed from the perspective of improving transfer to higher professional education.

By way of pilots, year-4 higher general secondary education (havo) students visited THUAS in 2023. We want to optimise the connection with higher professional education. For this purpose, we look at how connection activities can be scaled up effectively and promisingly.

In the year under review, programmes used the LOB-cv (Career Orientation Support-CV) in their inflow interviews. The LOB CV is a digital study selection file for adolescents who want to transfer from secondary education or senior secondary education to higher professional education. In it, they provide extensive information about themselves and their study selection (activities). The degree programmes were positive about the use of the LOB-cv. Based on their experiences, we are adapting the format to better suit the inflow of our students in year 1.

Students from the Caribbean Netherlands have more difficulty than is expected when transferring to higher professional education. From H/Overstap, The Hague University of Applied Sciences participated in the national Strategic Education Alliance (SEA) project in 2023. This made it possible for us to contribute to various initiatives for prospective students from the Caribbean Netherlands, such as visits to universities of applied sciences, information fairs and exchanging knowledge on, for example, community building. With an inflow of around 200 students, THUAS has one of the largest populations of students from the Caribbean Netherlands.

Admission and enrolment

Some 6,300 prospective students together submitted some 7,700 admission requests for admission to a degree programme at The Hague University of Applied Sciences. This was a slight increase (2.5 percent) compared to the previous year. This led to 1,350 enrolments. The difference between the number of applications and final admissions is substantial. That difference is explained by the fact that the prospective students

- do not have the appropriate prior education;
- do not obtain their diploma;
- fail the language test;
- cannot get the funding;
- choose another institution;
- do not come to the Netherlands after all.

In the year under review, 320 candidates took a specific 21+ admission test to enter a bachelor's degree programme. 196 candidates passed this test. This led to 169 enrolments at The Hague University of Applied Sciences.

Scholarships

One of our ambitions is to give students an international experience during their studies. E.g. in the form of an exchange programme or an internship abroad. Scholarships are an important tool to fulfil this ambition.

Below, we list the number of scholarships issued for a stay abroad with a start date in 2023. We compare that number with the number in 2022 and 2021. The fluctuation was caused by travel restrictions during the COVID pandemic. By 2022, these restrictions had been lifted. We therefore see an increase in 2022 and 2023 compared to 2021.

Scholarship	2023	2022	2021
Erasmus Studies	230	204	81
Erasmus Internship	62	44	24
NL Scholarship (formerly Holland Scholarship)	43	36	10
University Fund	131	116	6
VSB Fund	1	3	4
Hopjes Fund	0	0	0

3.5 Development of the Research Group Portfolio

At THUAS, research groups are positioned in centres of expertise. In 2023, we started to deploy these research groups around the focus themes of the strategic Knowledge Agenda. In 2024, this will also receive further substantive impetus through the targeted use of funds for practice-oriented research (POR). At the end of 2023, The Hague University of Applied Sciences had 39 research groups and a Unesco chair. To increase innovative power, it was decided to merge the Global Governance Centre of Expertise and the Global and Inclusive Learning Centre of Expertise, with effect from 1 January 2023. As a result, The Hague University of Applied Sciences had six centres of expertise at the end of 2023: Health Innovation, Governance of Urban Transitions, Global and Inclusive Learning, Mission Zero, Cyber Security and Digital Operations, and Finance. In 2023, the four centres of expertise below appointed new lecturers:

- Global and Inclusive Learning for the Learning Technology and Analytics Research Group;
- Mission Zero for the Designing Value Networks Research Group;
- Health Innovation for the Impact of Sport Research Group;
- Cyber Security for the Network and Systems Engineering Cyber Security Research Group and for the Risk Management and Cyber Security Research Group.

One of the lecturers from the Health Innovation Centre of Expertise had the honour of being appointed as a Medical Delta lecturer during the year under review: Sanne de Vries. In doing so, Medical Delta recognises her proven track record in research and her work as a connector between scientific disciplines and between science and practice. As Medical Delta lecturer, she acts as an ambassador for further and intensified cooperation in the area of health & technology. One of the lecturers of the Global and Inclusive Learning Centre of Expertise, Mendeltje van Keulen, was awarded the Jean Monnet Chair in the area of European digital policy. During a period of three years, she will use her research group to further enhance professional education by carrying out applied research with students in the field of European knowledge and skills. The award is an appreciation of her work and the impact of her research.

3.6 Quality Assurance in Research

The Hague University of Applied Sciences is committed to high-quality and socially relevant research. We aim to ensure this by using a PDCA cycle for research. To support the midterm review of the centres of expertise, a hand-out was produced during the year under review. In this midterm review, the four principles of the 'Brancheprotocol Kwaliteitszorg Onderzoek' (BKO; the Sector Protocol for Quality Assurance in Research) 2023-2028 are taken as a starting point. In 2023, the Global and Inclusive Learning Centre of Expertise did the midterm review. The outcome was positive, especially because useful recommendations were made for the further development of the centre of expertise, both in terms of content and quality. Two centres of expertise have already had their turn in 2022, and the other three centres of expertise are scheduled to undergo the midterm review in 2024.

3.7 Professional Doctorate

The Hague University of Applied Sciences is involved in the national Professional Doctorate pilot. With this new professional degree programme, we are pushing the limits of professional practice. The professional doctorate enables a continuous educational track from bachelor through master to doctorate. The aim is to add a top-level degree programme to higher professional education. The professional doctorate is equal to a university PhD in terms of its level, but has a different character and a different internationally recognised title: PD. In short, a PhD trains students to be professional researchers, a PD trains students to be research-based professionals, widely employable in the labour market. The Health Innovation Centre of Expertise participated in the national pilot in the Care and Wellness domain and a lecturer formed part of the Graduate Network. Our institution is also involved in the Monitoring working group in the Healthcare and Wellbeing domain.

The Hague University of Applied Sciences has previously obtained two drawing rights for funding from Regieorgaan SIA for PD candidates in the Healthcare and Wellbeing domain. In 2023, two professional professional doctorate candidates prepared for a research proposal. They submitted this in 2024.

On 2 October 2023, the Landelijke Startconferentie Professional Doctorate (National Launch Conference Professional Doctorate) was organised on our campus. There, the Vereniging Hogescholen and Regieorgaan SIA jointly gave the go-ahead for the Professional Doctorate pilot with then-outgoing Minister of Education, Culture and Science Robbert Dijkgraaf.

3.8 Research Literature

At the heart of our research culture are our core values: connecting, caring and curious. Our research has close ties to society, demonstrates collaboration across themes and organisations and is driven by curiosity.

Research data management

Requests for support concerning research data management come from all centres of expertise. The requests mostly concern drafting data management plans (DMPs) for SIA and ZonMw (experienced researchers), for NWO (doctoral candidates) and drafting internal data management plans for research projects without grants (researchers at various levels). These opinions are accompanied by an explanation of research drive for the secure storage of research data. Universities of applied sciences are collaborating to develop knowledge, tools and workflows, and to create support for research data management and open science in higher professional education. We bring in knowledge and experience from other universities of applied sciences and in addition, we present ourselves as an institution where research data are managed at a proper level.

The national 'Digital Competence Centre Praktijkgericht Onderzoek' (DCC-PO; the (Digital Competence Centre for Practice-Oriented Research) collaborates with other key partners such as SURF, DANS, NWO, ZonMw, etc. THUAS has an active role in the DCC-PO, making a positive contribution to strengthening research support for our centres of expertise via:

- the professionalisation of data stewards (a training course provided by DCC-PO);
- participating in a strong and growing network, which increases the visibility of The Hague University of Applied Sciences;
- using the opportunity to collaborate with other universities of applied sciences in connection with key parties such as SURF, grant providers, data repositories, eScience Centre etc.;
- delivering manuals, tools and guidelines in collaboration with other university of applied sciences. Individual universities of applied sciences do not have sufficient capacity for that purpose.

For research support staff within colleges, the DCC-PO fulfils the role of research data management and open science community.

Doctorate Committee

The importance of research at The Hague University of Applied Sciences is increasing and together with that, the importance of doctoral candidates within the institution also increases. In this way, we bring knowledge and expertise to our institution. That is why we use doctorate vouchers to encourage staff ambitions of obtaining a doctorate. During the year under review, the doctorate committee of The Hague University of Applied Sciences awarded one two-year doctorate voucher and five pre-doctorate vouchers.

Ethics Advisory Committee

The Ethics 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 lecturer or senior researcher. During the year under review, the EAC handled several rounds of requests for ethics advice.

Integral research support

The Hague University of Applied Sciences is working hard to support research, including on how different departments may be able to strengthen each other in this respect. In light of this, a research portal has been developed in the form of the research cycle. This allows researchers to find all the information they need to conduct their research in one place and to ask questions via one single helpdesk. In the back office, different services come together on research support to answer questions integrally. In 2022, a satisfaction survey was conducted in the institution on the working practices and in 2023, the identified improvements were implemented.

3.9 Universities of Applied Sciences Netherlands

Since 2018, The Hague University of Applied Sciences has joined Universities of Applied Sciences Netherlands, or UASNL for short, which unites 18 Dutch universities of applied sciences. Together, UASNL universities aim to raise the profile of practice-oriented research in Europe. With a liaison officer in Brussels, UASNL contributes to policy developments, building European partnerships and demonstrating the added value of practice-oriented research in addressing the challenges that Europe is facing.

In the UASNL, The Hague University of Applied Sciences is represented by a linking pin from the Funding Support Office and a member of the Executive Board. There are regular meetings between the linking pins from all participating universities of applied sciences and the liaison officer. The UASNL holds a board meetings four times per year.

An additional UASNL liaison officer was appointed in The Hague in 2023 to expand capacity. One of the goals is to strengthen the strategic cooperation between UASNL and the Vereniging Hogescholen in the area of internationalisation of practice-oriented research. During the 2023 board trip to Brussels, the European Union recognised the unique role that universities of applied sciences play in addressing societal challenges. In December 2023, The Hague University of Applied Sciences organised a lunch session at the House of the Dutch Provinces in Brussels. Attendance at the lunch session 'Why Do Networks Fail?' was high; the session was presented by Liliya Terzieva, lector in Designing Value Networks.

3.10 Zuid-Hollandse Impact Alliantie (South Holland Impact Alliance)

On 27 November 2023, the Zuid-Holland Impact Alliantie (ZHIA; the South Holland Impact Alliance) was formally launched with a festive gathering at The Hague University of Applied Sciences. In this alliance, the four broad South Holland universities of applied sciences (InHolland, Leiden University of Applied Sciences, Rotterdam University of Applied Sciences and The Hague University of Applied Sciences) give a powerful impetus to practice-oriented research in the province. We help solve the major societal challenges of the region and contribute to the Human Capital Agenda and the earning potential of South Holland. ZHIA focuses on healthcare, AI, wellbeing and sustainability, working towards the ambitions in the Strategic Plan for 2028.

3.11 Grants and Other External Income for Research

As a knowledge institution, The Hague University of Applied Sciences aims to have a prominent position in the regional and (inter)national knowledge infrastructure. External funding from the second and third cash flows enables us to strengthen practice-oriented research at THUAS, and to increase its impact in the region.

In 2023, The Hague University of Applied Sciences acquired approximately € 9.0 million in multi-year external funding for research. This consists of € 5.5 million in second cash flow funds and € 3.5 million in third cash flow funds. The realisation of external research funds in 2023 amounted to € 5.8 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 lecturers. The majority of external funding is obtained through Regieorgaan SIA and NWO, both in terms of number and size.

3.12 Communication

External communication

In January 2023, The Hague University of Applied Sciences launched a new website. With this new website, it is easier for us to reach our target audience and to guide prospective students in their study selection, from first interest shown to actual enrolment. The design is appealing and user-friendly. The website is continuously developed and optimised, using data.

The website attracted a total of 1,737,664 visitors in 2023, resulting in 3,433,039 sessions and 6,546,170 page views. This is a baseline measurement, due to the launching of an entirely new site. This also means that we cannot compare the figures with those of 2022. From 2024, however, comparisons can be made again.

Furthermore, the focus in 2023 has primarily been on the social media channels (Instagram, LinkedIn and partly TikTok). Overall, on the Instagram, LinkedIn and Tiktok channels, we had the following numbers for 2023:

- number of publications: 514;
- total reach: 4,488,728;
- average engagement rate: 4 percent;
- total number of followers: 147,688.

In 2023, the number of followers on TikTok was relatively low. This is because of the fact that in that year, there was a lot of uncertainty about the deployment of TikTok - also from a political point of view - which is why we put less effort into this. We are exploring whether to put more effort into this in 2024. The Facebook, X, and YouTube channels will get more attention in 2024 with a revamped content and channel strategy.

In the area of press briefing, in the second half of the year under review, we shifted towards a more proactive press policy. The event where President Zelensky of Ukraine addressed our students was the most successful event, with mentions on radio, TV, online and news releases in daily newspapers, all this both regionally and nationally. Among others, RTL News, NOS News, Trouw, NRC, Telegraaf and Omroep West reported on the event. In total, the event accounted for 111 publications, representing a PR value of over € 605,000 and a potential reach of over € 23.5 million.

Internal communication

In 2023, the Education, Knowledge & Communication Service strengthened the foundation of a number of communication domains. As part of reputation management, we developed and adopted crisis communication policies. Part of this included setting up a crisis communication team. This team trained several times during the year under review, including on cooperation with IT and the Crisis Management Team. These training sessions were successful. Strong points included mutual cooperation within the crisis communications team. Areas of development were cooperation with other crisis teams, monitoring and webcare, and advising more firmly and proactively.

In the domain of internal communication, we developed a vision and strategy that is in line with the needs of our students and staff and the direction of the organisation. Central to this is the contribution internal communication can make in terms of belonging, encouraging employees to contribute to the achievement of the institution's goals, contributing to an inspiring and inclusive community and empowering employees to contribute to student success and student wellbeing.

We are working on this by developing a clear communication structure, optimising our channel mix, equipping employees to communicate effectively themselves and encouraging and facilitating open dialogue. The preparatory work done in 2023 will lead to concrete improvements in internal communication in 2024.

In addition, in the autumn, The Lighthouse again facilitated the annual THiNK FeST knowledge festival made for and by employees. Meanwhile, this event appears to be a successful format: with around 100 activities and over 700 participants, many were interested in organising and participating in this event.

Moreover, in the year under review, we focused on change communications. We developed and implemented communication strategies for university-wide projects and programmes such as the Strategic Plan, the Educational Vision, the Knowledge Agenda and Brightspace.

In the area of research communication, the Education, Knowledge & Communication Service initially focused on strengthening communication from the centres of expertise and research groups. We also prepared the first draft for a university-wide approach to research communication that aligns with the substantive direction of the Knowledge Agenda.

Marketing Pro

In May 2023, we launched the THUAS Pro label for professionals. Soon after, the first campaign went live. Since then, we have been working with layered campaigns, responding first to the general orientation of working people, then to the specific levels of education and lastly to the information sessions. Before the launch of the label in May 2023, campaigns were used exclusively to get as many people as possible to sign up for our information sessions. Building a brand takes time. In addition, we know that the average orientation period of Pro students is six to 12 months, and the new campaign will not have any effect until 2024.

THUAS Pro generated a total of 209 (weighted) enrolments in February 2023 and a total of 308 (weighted) enrolments in September 2023. For September, this was lower compared to 2022, in which 412 students enrolled. The number of applications for post-higher professional education programmes and modules is excluded from the reports. The market share of part-time education at THUAS fell by 0.5 percent in 2023 compared to 2022.

New marketing campaign for bachelors

In September 2023, The Hague University of Applied Sciences launched the 'Morgen is van jou' (Tomorrow is Yours) campaign. It shifts the focus from the range of programmes on offer to the needs of the prospective students and it supports the selection process. The campaign began in September 2023 with university-wide communications mainly about atmosphere, future prospects and support. We then clustered the wide range of programmes into six selection areas that are clear to every prospective student in their first phase of orientation. The campaign message is becoming more specific towards study selection activities such as Open Days. We chose this route very deliberately, because our range is so broad that it can easily cause prospective students to lose track. Our data-driven approach allows us to make short-cycle adjustments to campaigns. The first results of the new campaign are a higher number of unique website visitors (+ 424 percent) compared to the same period in 2022 and more direct applications from the campaign for the first Open Day in November 2023 (+ 211 percent) compared to the Open Day in November 2022. The effects of the campaign on inflow will be known in 2025.

Inflow in 2023

In 2023 (week 42), the number of students enrolling with THUAS was roughly the same as the previous year. A total of 7,523 students enrolled, which is 12 students less than in 2022. This brought the market share of THUAS in the R6 to 13.7 percent, a slight decrease of 0.6 percent compared to 2022. This market share was above that of Inholland (13.5 percent) and Leiden University of Applied Sciences (6.2 percent), but below that of Amsterdam University of Applied Sciences (25 percent), Rotterdam University of Applied Sciences (21.2 percent) and Utrecht University of Applied Sciences (20.4 percent).

Within The Hague University of Applied Sciences, the number of students taking associate degree (AD) and master's degree (MA) programmes increased. This increase offset the decrease in student numbers in bachelor's degree (BA) programmes. In terms of forms of education, we saw a decline in the number of students attending part-time (PT) and work-study (WS) programmes. The number of students enrolled in full-time (FT) programmes actually increased in the year under review.

International student enrolments remained stable at 1,326 in 2023.

In 2023, THUAS achieved a conversion rate of 35.4 percent. This means that 35.4 percent of the prospective students who applied for a degree programme also actually enrolled in that programme. This conversion rate was lower than in 2022 (38.1 percent) and also lower than the average conversion rate of R6 universities of applied sciences combined (38.6 percent). All universities of applied sciences in our benchmark saw a decline in conversions within all categories, national and international, for all programme types (bachelor, associate degree and master) and for each programme format (full-time, part-time and work-study).



Chapter 4

Nationaal Programma Onderwijs (NPO; National Education Programme)



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, lecturers and researchers. This programme is a supporting programme for recovery and perspective across the entire education sector. For a portion of these funds - which are intended for catching up and preventing study delay and for improvement of student wellbeing - 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). This section of the Administrative Agreement that mainly deals with these resources is also referred to as the 'COVID envelope'. Within our institution, we refer to these resources as 'earmarked NPO funds'. We explain these in more detail in Paragraph 4.2.

We then explain the additional resources from the 'Bestuursakkoord Nationaal Programma Onderwijs' (Administrative Agreement on the National Education Programme) as well as the initiatives funded using the lump sum in the field of innovation and quality. For the year 2023, these are additional funds in the 2021 lump-sum government contribution earmarked for multi-year investments in quality and innovation of education.

4.1.1 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.

Within THUAS, we have largely used these extra funds to attract additional teaching staff (increasing student and staff wellbeing). We partly reserved the extra funding for multi-year projects that contribute to improving the two focus areas of the agenda on the improvement of the quality of education and increasing innovation in education and research in the following themes:

Theme: basic quality

- Additional budget has been released for eight degree programmes that need an extra boost to improve basic quality.

Multi-year budget	€ 1.1 MM
spent in 2022	€ 0.4 MM
Released in 2022	€ 0.4 MM
Spent in 2023	€ 0.3 MM
Balance at year-end 2023:	nil

Theme: blended learning

Several projects are in progress for this theme, which are being tackled in conjunction:

- The Education, Knowledge & Communication Service 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 supports lecturers in developing high-quality blended education, providing additional expertise and hands-on support.
- The Faculty of Social Work & Education launched a gamification project as a booster for hybrid education, enabling it to create a richer online learning environment where students can learn independent of location and flexibly in terms of time.

Multi-year budget	€ 0.7 MM
spent in 2022	€ 0.4 MM
spent in 2023	€ 0.3 MM
Balance at year-end 2023:	nil

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 line contribute to the further democratisation of THUAS. They do this by strengthening both informal and formal participation. In doing so, they contribute to the development of the university of applied sciences as a knowledge institute in which multiple forms of student participation are set up and made widely accessible.
- In the Partner Up! project, partnerships have been set up with four degree programmes in which students, researchers and lecturers work together on an equal basis for educational improvement. Associated research evaluates the interventions within the degree programmes and provides insight into factors that can further promote inclusive and informal participation.
- The Student Panel is a new instrument that aims to provide a representative picture of the input on specific topics from the student population of THUAS. 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 in the book: *'Student Succes Ontleed' ('Student Success Dissected')*. Within the Student Success project, several workshops and field labs are in the process of being organised on the basis of this understanding. Among other things, they explore how coaching and support can become more student-centred and meaningful student participation can be set up, with flexible education being an important third component.

Multi-year budget	€ 0.8 MM
spent in 2022	€ 0.3 MM
spent in 2023	€ 0.5 MM
Balance at year-end 2023:	€ 0.03 MM

Theme: educational development

- The New Finance research group (part of the Faculty of Business, Finance & Marketing) is conducting research on the boosting of entrepreneurship among students, resulting in a cross-faculty Student Investment Fund, which on the one hand advises on financial resources and on the other hand provides a network.
- From the Faculty of Public Management, Law & Safety & Security, a project is starting towards diversity-sensitive working. In education and professional practice, this is often not sufficiently developed. The aim of the project is to develop a university-wide minor in close connection with the field.
- The Education & Research Unit within the Education, Knowledge & Communication Service has established a temporary range team to provide an up-to-date and high-quality (educational) range and increase inflow.

Multi-year budget	€ 0.3 MM
spent in 2022	€ 0.2 MM
spent in 2023	€ 0.1 MM
Balance at year-end 2023:	nil

Theme: study data/learning analytics

- In 2022, the Education & Research Unit within the Education, Knowledge & Communication Service formed a multidisciplinary data science team with the aim of achieving even safer and more reliable use of study data. Using quantitative research, the team aims to improve the quality of education. Due to the tight labour market, specifically in this knowledge domain, the completion of this team has taken longer than expected. Since early 2023, the team is 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 framework of learning analytics, the Faculty of Business, Finance & Marketing is specifically investigating which data can be combined to determine which parameters have a significant influence on study development.

Multi-year budget	€ 0.8 MM
spent in 2022	€ 0.2 MM
spent in 2023	€ 0.2 MM
Balance at year-end 2023:	€ 0.04 MM

Theme: process management

- Under the direction of the Operations & Control Service, two initiatives at faculties are being supported in taking a follow-up step to improve some chain processes. Principles for coordination are:
 - university-wide (chain) processes;
 - process owners who are involved and manage the process;
 - extending the initiatives and results university-wide (to the largest extent possible).
- From the university-wide chain processes, in 2022 we 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 improvements were identified 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 at another faculty. Furthermore, the Process Management Team within the Business & Control Department, in consultation with IT architecture, is pushing for professionalisation by deploying a modelling tool.

Multi-year budget	€ 0.5 MM
spent in 2022	€ 0.2 MM
Released 2022	€ 0.1 MM
Spent 2023	€ 0.2 MM
Balance at year-end 2023:	nil

Theme: trainee programme

• **Traineeships for lecturers**

The Hague University of Applied Sciences invests in attracting talented young lecturers from diverse backgrounds by offering traineeships. The trainees follow a training programme and start working in education. After the programme, they take up the regular position of lecturer. Meanwhile, two groups of trainees started; in 2020 (seventeen trainees) and 2021 (thirteen trainees). The recruitment and selection took place for a third trainee pool in the autumn of 2022, from these resources. 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 new lecturers**

This project aims to give new lecturers more attention and support during their introductory period so that they can provide good, state-of-the-art education. Through interviews and desk research, a picture of the current and desired situation was formed. This formed the basis of a plan of action on onboarding. The plan includes pre-boarding, onboarding modules, an introduction meeting, onboarding policy and an evaluation. Implementation of this programme started in 2022.

Multi-year budget	€ 0.8 MM
spent in 2021	€ 0.1 MM
spent in 2022	€ 0.3 MM
spent in 2023	€ 0.4 MM
Balance at year-end 2023:	nil

Theme: hybrid meeting rooms

- The experience of working from home created a new form of hybrid work, where employees alternate between working from home. This creates a need within facilities, for the support of hybrid meetings. In 2022, € 100,000 was spent on this for the realisation of 15 spaces. However, we will realise less than the originally planned number of 88 spaces. Because of the extensive costs, we will also spend additional housing budget on this. We will use the remaining part of the budget for this purpose, as early as 2023.

Multi-year budget	€ 0.2 MM
spent in 2022	€ 0.1 MM
spent in 2023	€ 0.1 MM
Balance at year-end 2023:	nil

• **Total multi-annual budget for Quality & Innovation projects**

Total multi-year (rounded).	€ 5.2 MM
spent in 2021	€ 0.1 MM
spent in 2022	€ 2.1 MM
spent in 2022	€ 0.5 MM
released in 2023	€ 2.1 MM
Provision at year-end 2023:	€ 0.4 MM

We are closely monitoring the multi-year project budgets. For the unspent portion, we make a provision in the Financial Statements. At the end of the reporting year, that provision had reached an amount of € 0.4 million. The year 2024 is the last year in which we can spend these funds.



4.2 Additional Earmarked Funds Under the 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:

- a smooth inflow and progression (theme 1);
- student wellbeing and social bonding with the degree programme (theme 2);
- coaching and support within the area of internships (theme 3);
- limiting study delays and dropouts in teacher training programmes caused by a shortage of internship 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 THUAS.

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 provided advice while the process was carried out and involved the General Council 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 this was 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 General Council.

Subsequently, the NPO plans were submitted for approval to the General Council. In December 2021, the required consent was obtained on the NPO multi-year plan, after which it was definitively adopted and approved.

4.2.1. Overview of resource use by theme

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 an 'extra year' for spending funds that could not be spent in the previous years.

The table below shows which part of the funds - according to current information - will be carried forward to 2024. This involves an amount of € 1.5 million.

The substantive explanation of this is included in Section 4.2.4.

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

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)	relative
Theme 1: Smooth inflow and progression	original budget	0.7	€ 78	50.2	€ 4,118	38.5	€ 3,152	0.0	€ -	89.4	€ 7,348	
	carryforward/shift	-0.2	€ -22	-11.6	€ -1,120	0.7	€ 99	8.7	€ 882	-2.4	€ -161	
	Realisation	0.5	€ 56	38.6	€ 2,998							
	revised budget					39.2	€ 3,251	8.7	€ 882	87.0	€ 7,187	55%
Theme 2: Student wellbeing and social bonding with the degree programme	original budget	0.5	€ 80	15.0	€ 1,811	12.5	€ 1,179	0.0	€ -	28.0	€ 3,070	
	carryforward/shift	-0.4	€ -33	-3.3	€ -461	3.7	€ 499	2.8	€ 231	2.8	€ 236	
	Realisation	0.1	€ 47	11.7	€ 1,350							
	revised budget					16.2	€ 1,678	2.8	€ 231	30.8	€ 3,306	25%
Theme 3: Internship coaching and support	original budget	0.6	€ 22	6.0	€ 537	6.1	€ 502	0.0	€ -	12.6	€ 1,061	
	carryforward/shift	-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	12.2	€ 986	8%
Theme 5: Specific teacher-training programmes	original budget	0.9	€ 85	8.0	€ 754	7.2	€ 682	0.0	€ -	16.1	€ 1,520	
	carryforward/shift	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	16.1	€ 1,520	12%
Total of all Themes	original budget	2.7	€ 265	79.1	€ 7,221	64.3	€ 5,515	0.0	€ -	146.1	€ 13,000	
	carryforward/shift	-1.2	€ -77	-19.4	€ -2,037	4.6	€ 598	16.0	€ 1,516	0.0	€ -	
	Realisation	1.5	€ 188	59.7	€ 5,184	68.9	€ 6,113					
	revised budget							16.0	€ 1,516	146.1	€ 13,000	100%
Total euros		€ 188		€ 5,184		€ 6,113		€ 1,516		€ 13,000		

Carrying funds forward to 2024 hardly affects the original spending targets:

- **More than half of the available funds (55 percent, approximately € 7.2 million) are allocated to theme 1:** measures to promote smooth inflow and progression. Activities to provide extra student support are dominant within these measures. Other than this, 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 wellbeing and social bonding with the degree programme. **Within theme 5** (specifically for the teacher training courses offered by the Primary Education Teacher Training College (PABO) and Higher Academy for Physical Education (HALO), 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 TS and 14 FTEs for ESS.** Furthermore, part of the funds are reserved for other expenses to promote contact with students.

4.2.2. Overview of activities within the selected themes

To arrive at a deeper understanding, we have provided additional details for each theme. These details were based on the plans of the faculties and the Education, Knowledge & Communication Service. In particular, we focus on the activities distinguished in the choice list. The list below is not exhaustive and without reference to the relevant faculty or department. But it does provide a representative overview of the activities in progress. It also shows that many initiatives are being developed to mitigate the negative effects the COVID pandemic had on students.

In section 4.2.3, we indicate which of these activities were limited or cancelled in 2023 and have been carried forward to 2024 and what resources we have earmarked for this purpose.



Activities for theme 1: Smooth inflow and progression

Activity: Offering additional support.

- Investment by the degree programmes in improved support and better alignment between senior secondary vocational education (MBO) and the bachelor's degree programme in higher education (HBO);
- Deployment of additional support and training of tutors with a focus on student support, mainly organised in teams that are responsible for results and created around groups of students;
- Making use of student assistants to help students with subjects with a high failure-rate, and 'learning to study'.
- Achieving peer mentoring. A lecturer 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 support by so-called 'NPO lecturers' and NPO student assistants. These lecturers 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 support for students exceeding the term their studies;
- Extra homework support/tutoring by student assistants (supervised by a subject lecturer);
- Organising a tailor-made programme for students who have not yet completed all the subjects of a previous academic year;
- Offering online modules;
- Developing knowledge clips for theoretical curricula that can be followed at other times;
- Investing in testing experts to reduce testing pressure and increase studyability;
- Investing in blended experts to reinforce positive learning effects of blended education in the curriculum;
- Organising 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 for theme 2: Student wellbeing 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 graduates 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 for the purpose of social bonding and/or creating insight and overview of any arrears *in cooperation with the study association of the respective degree programme*;
- Support desk for students for online and hybrid testing;
- Help desk for international students;
- Setting up an activities committee.

Activity: Organising more contact between students:

- Organising physical activities, in cooperation with the study association of the respective degree programme, which are aimed at increasing student wellbeing, social bonding and onboarding;
- Setting up a study association;
- Organising group sessions for students working on their graduation project/thesis;
- Organising networking events for students, aligning these with the study association and graduates;
- Organising more moments between students and lecturers.

Activities for theme 3: work-placement coaching and support**Activity: More internships.**

- Temporary expansion of the internships coordination/external relations/relationship management teams;
- Information video for internship and graduation companies for the acquisition of internship and graduation locations.

Activities for theme 5: Specific to teacher training**Activity: Offering additional support to students and lateral entrants:**

- Additional support for students exceeding the term their studies;
- Intensifying cooperation with existing training schools;
- Establishing new partnerships with training schools;
- Organising education in large blocks of 30 EC.

Activity: Offering additional education in degree programmes:

- Additional support on subject knowledge (tests) by lecturers 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 results.

4.2.3 Monitoring and accountability earmarked NPO funds 2023

As regards monitoring and accountability, THUAS complies with the conditions and principles set out in Appendix 3 'NPO Monitoring' to the Administrative Agreement.

THUAS does this while using the following principles:

- **Setting up qualitative monitoring, unless...**

For the monitoring of plans, we will seek alignment with the methodology that is also used for quality agreements (study advance funds). This means that we monitor progress qualitatively. There is no intra-ledger subsequent costing and accountability, other than for project-based budgets.

- **Accountability in the Financial Statements**

In the Annual Report, we show which measures we have chosen and we indicate the progress of those measures. We also mention the plans for the remaining NPO period.

As the earmarked NPO funds are classified as so-called non-normative funding², we made a balance sheet provision for funds not spent in the financial year. At the end of 2023, this amounts to € 1.5 million. In 2023, € 6.1 Million of earmarked NPO funds were made available from the balance sheet reserve.

² The funds from the 'COVID envelope' will be spent in the academic years 2021/2022; 2022/2023 and the extra year 2023/2024. This means that the funds are spent across annual boundaries. To avoid having to deploy the funds through the result and the earmarked reserve, it was decided to earmark them as 'non-normative government contribution'. This additional government contribution is then allocated to the period when the funds will be spent, no later than 2024.

The rationale for the total earmarked NPO funds to be accounted for is found in an underlying spending plan, specified by faculty or executive service.

- **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 interim progress reports (Management Report 1 through March, Management Report through August). This internal accountability also forms the basis of the (randomised) external interim accountability. This is done through the Berenschot implementation monitor. Via the Ministry of Education, Culture and Science, Berenschot informs the House of Representatives twice a year via a progress report. THUAS participated in and provided input for the implementation monitor on spring 2022. After 2024, funds will be exhausted. With the 2024 Board Report, the monitoring and accountability is completed.

4.2.4 Depletion and carryforward of earmarked NPO funds 2022 and 2023

Below, we explain the activities that were shifted forward from the 2022 and 2023 reporting years, to 2024. In fact, this section constitutes an explanation of the overview in section 4.2.1. The main reason for this carryforward was that the desired deployment of staff for NPO activities was not available in time.

Theme 1: Smooth inflow and progression: € 0.9 million carried forward

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

- Within the Faculty of Technology, Innovation & Society, two main activities showed significantly lower efforts than budgeted: student coaching and study advice, and also 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 carried forward to a subsequent year (2024: € 600,000).
- Within the Faculty of Business, Finance & Marketing, there was (smaller) underspending on the NPO budget on a broad front, where activities as such could go ahead. In total, this faculty carries € 200,000 forward to 2024.

Theme 2: Student wellbeing and social bonding: carryforward € 0.2 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 started with a significant delay. The funds have been carried forward to 2024.

Theme 3: Internship coaching and support: carryforward of € 0.1 Million

- Due to delays in recruiting staff at the Faculty of Public Management, Law & Safety, planned activities have been pushed forward for the sake of more teaching hours and support staff, for the purpose of matching between student and professional fields. The funds earmarked for this purpose have been carried forward to 2024 in the amount of about € 80,000.

Theme 5: Specifically for teacher training: carryforward € 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 (PABO) and Higher Academy for Physical Education (HALO) courses in a so-called 'double degree' route. The realisation thereof has been delayed, causing € 320,000 of funds to be carried forward to 2024.

4.2.5 Reflection of the use of earmarked NPO funds

We asked all stakeholders whether they felt these funds were used effectively. We have added these reflections to the reflections on the use of the study advance funds (see Chapter 9), due to a thematic overlap between the two themes. We therefore refer to Chapter 9 for this substantive explanation.

Chapter 5

People and Organisation



The world around us is everchanging and social discussions influence working and studying at The Hague University of Applied Sciences. In 2023, these changes and discussions impacted the work and wellbeing of our staff and students. This is why student and staff wellbeing was our focus in 2023. By focusing on wellbeing, social safety and professionalisation and leadership, we have taken steps that contribute to a learning and working environment that fully satisfies the diversity of wants and needs of our employees.

5.1 Inclusive Community

Within THUAS, we strive to create a professional and inclusive culture in which quality, innovation and learning take centre stage. This requires commitment from employees to be open to learning with and from each other, resulting in the improvement of education and research. Employees work together and are challenged to continue developing, as individuals and as a team.

The progress achieved on the themes mentioned above is further explained below by theme:

- inclusive culture;
- learning from and with each other;
- professional culture;
- wellbeing of employees.

5.1.1 Inclusive culture

An inclusive culture centred on quality, innovation and learning

Diversity and Inclusion

The Inclusion Office focuses on promoting an inclusive learning and working environment for our employees. Key efforts relating to this theme included inclusion sessions held at organisational units to promote an inclusive working and learning environment. Last year, an internal D&I network was established (with staff, education and research representatives). Among other things, this network provides employees with a safe space to exchange experiences. It provides information about the support that THUAS can offer.

Trainees

With our trainee programmes, we train talented lecturers from varying backgrounds. This contributes to a more inclusive study and work environment. These programmes have proved successful. Lecturers-in-training trainees attend a variety of sessions in addition to the Basic Didactic Competence Qualification to develop a broad view of education and THUAS. They invest in personal leadership and collaboration and build a solid network throughout THUAS in full. As trainees from different training backgrounds are trained together, they are able to compare and help each other (and THUAS) build on best practices. This process of learning together is accompanied by intensive supervision within the degree programme and within the trainee programme, ensures a good bond with the trainee group, within the degree programme and with THUAS.

Since 2020, a total of forty trainees started at THUAS, divided into three trainee groups. Of the first group to complete the programme in 2022, fourteen were still working as lecturer at THUAS at the end of 2023. Of the second group that completes the programme in April 2024, eight lecturers-in-training have secured permanent positions.

Employment

An inclusive learning and working climate also means that The Hague University of Applied Sciences offers opportunities to people with support needs, so-called participants. A total of 51 employees from the participant target group worked at THUAS in December 2023. Of these, 72 percent have permanent positions. The target for 2023 was 47 FTEs. Part of this target, 38 FTEs, has been realised.

5.1.2 Learning from and with each other

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

Leadership development

Guiding others through work and change processes requires a clear and solid set of basic management skills. To develop these skills, a management development path was designed with external parties, aimed at all managers. In this path, development centres, learning groups and workshops give shape to the strengthening and deepening of the core qualities of managers, as envisaged by THUAS.

In addition, two leadership conferences were held, focusing on the new Educational Vision and the Knowledge Agenda in line with the Strategic Plan.

THUAS Dialogue

Employee development takes centre stage in the THUAS Dialogue. Annually, employees have a development review with their supervisors in the form of an interview. For reporting these interviews, we have deployed a new tool with which we monitor the progress of agreements.

5.1.3 Professional Culture

Learning from our students and from each other is in our DNA. Learning, professionalisation and innovation increasingly go hand in hand. This means that learning is key to continuously improving our education and work. We believe it is important that all our professionals, teams and the (learning) organisation as a whole are equipped for current and future work. This involves both basic and senior qualification for task competence, professionalisation for research, support for (starting) managers, but also encompasses professionalisation during further careers.

Lecturer professionalisation

The core of lecturer professionalisation within HRM consists of a number of programmes offered to lecturers by The Hague Centre for Teaching & Learning. These mainly consist of certified courses aimed at lecturer qualifications at various levels. Within the school, some programmes have decided to make training (and sometimes certification) on criterion-based interviewing (CBI) and assessment of professional products compulsory for some examiners. Not only is certification for the Examination Board Training Course now mandatory for members of examination boards, but so is the Senior Qualification in Examination. In addition, The Hague Centre for Teaching & Learning develops specific learning activities which are in line with the Educational Vision of THUAS. In 2023, the focus was increasingly on programme-based work and the development of customised pathways.

Qualification Didactic Competence

At the end of 2023, 77.4 percent of the permanent lecturers (scales 11, 12, 13) had the Basic Didactic Competence (BDC) qualification. Compared to 2022 (75 percent), the percentage of lecturers with this qualification has increased. In 2023, ninety lecturers obtained their Basic Didactic Competence qualification at The Hague Centre for Teaching & Learning. Two faculties lagged behind in achieving the 80 percent KPI. The Senior Didactic Competence qualification course was started once during the year under review.

Examination Qualification

At the end of 2023, 79 percent of the permanent lecturers (scales 11, 12, 13) had the Basic Examination Qualification (BEQ). This is 1 percent lower than the KPI for the BEQ which is set at 80 percent. Compared to the end of 2022 (77 percent), there is an increase of almost 2 percent. In 2023, 21 lecturers obtained their Senior Examination Qualification at The Hague Centre for Teaching & Learning.

CBI training and assessment of professional products

In 2023, 121 lecturers participated in customised Criterion-Based Interviews (CBI) training courses and 18 lecturers attained a certificate (was not required in all cases) for the Criterion Based Interviews basic qualification. The need in the organisation for CBI training and attainment of this certificate is increasing. In 2024, The Hague Centre for Teaching & Learning will also

offer this training course in English. Since autumn of 2023, the CBI training course has also been offered with open enrolment. In 2023, 54 lecturers participated in a customised training course on the assessment of professional products. Of these, 20 lecturers attained a certificate (was not required in all cases). In 2024, The Hague Centre for Teaching & Learning will also offer this training course in English and with open enrolment.

Didactic coaching/providing feedback

In the year under review, The Hague Centre for Teaching & Learning gave customised training courses on didactic coaching/providing feedback at several degree programmes, in both Dutch and English. About 40 lecturers participated. A certificate is not awarded for this training course.

Customised tracks

In the year under review, The Hague Centre for Teaching & Learning noticed that demand for BDC (Basic Didactic Competence) customised tracks is growing, especially from degree programmes with lecturers who have been in service for some time and would like to see justice done to their years of experience in education. In collaboration with the degree programme, we designed a training programme within an agreed time period. In 2023, The Hague Centre for Teaching & Learning started a track with about 20 participants. This track is expected to be completed by March 2024. As the percentage of BQE (Basic Qualification Examinations)-certified lecturers increased, the number of applications for BQE customisation has diminished slightly. Nevertheless, The Hague Centre for Teaching & Learning conducted four BQE customised tracks in 2023, with 37 lecturers attaining their certificates. The success rate for customised tracks is nearly 100 percent because of the intensive support and programme-based approach used by the HCTL.

Professionalisation of employees

In 2023, we further expanded the professionalisation range, the range of training courses for employees, and made it available to employees. The themes were determined based on the needs of the employees. Examples include: project-based working, digital skills and personal effectiveness.

Commitment to professionalisation

In the Collective Bargaining Agreement for Higher Professional Education (the CAO-HBO), it has been agreed that the employer shall spend at least 6 percent of the totalised annual income on professionalisation per year. Half thereof, (3 percent) is spent on a basic entitlement in hours, the remainder on out-of-pocket costs and replacement costs for professionalisation. Travel costs for professionalisation were not monitored separately in 2023 and have not been included in the overview below.

The table below shows the percentage of out-of-pocket costs and replacement costs we spent on professionalisation within THUAS as a whole in 2023, compared to totalised annual income. Of course, there are several forms of learning that cannot always be expressed in out-of-the-pocket costs; accordingly, we have not included them in this table. These include, for example: workplace learning, company visits and activities organised in THUAS (lectures, THINK FeST, etc).

The costs in the table relate to tracks concerning lecturer professionalisation, team development and subject-related training relating to the position. For 2023, we see underspending of 0.2 percent. Staff course costs³ increased in 2023. Replacement costs decreased compared to 2023. The group of doctorate candidates increased by 0.5 FTE.

³ Framework agreements have been added to the course costs.

Professionalisation costs (x € 1,000)				
	2022		2023	
	Expenses in x € 1,000	% relative to totalised annual income	Expenses in x € 1,000	% relative to totalised annual income
Staff training costs*	2,656		3,309	
Symposium and conference costs	340		322	
Professional literature/ subscriptions	154		161	
Replacement costs	185		81	
Subtotal	3,335	2,40%	3,873	2,60%
Doctoral candidates (wage costs excl. NWO)	318		388	
Total	3,653	2,70%		2,80%
Totalised annual income	137,378		150,783	

5.1.4 Wellbeing of Employees

We provide an environment in which the wellbeing of students and staff is paramount, so that everyone can enjoy and take pride in their studies and work at The Hague University of Applied Sciences.

Workload and work happiness

It is important for employees to find a balance between doing relevant and interesting work, experiencing autonomy, being suitable for that work, and getting attention and recognition from the people you work with. Learning to understand that balance and adjusting it in time results in the healthy management of sustainable employability and workload. To support employees in this respect, the plan of action on workload is being recalibrated. We gathered input broadly across the organisation for this purpose.

Several team days of degree programmes, services and centres of expertise had coaching in conducting conversations about work pressure (in dialogue) and then to map the follow-up actions needed. THUAS optimised the offer for individual employees. We worked on a more accessible website on the portal. The Week van Werkgeluk (Week of Work Happiness) took place in September. The aim of this week was to learn more about work happiness and vitality and sustainable employability. Webinars on these topics were offered in the last quarter of 2023.

Sickness absence and working conditions service

In 2023, sickness absence rose university-wide to 5.7 percent (5.0 percent in 2022). In contrast, sickness absence frequency fell from 0.91 in 2022 to 0.83 in 2023. In the year under review, the most common causes of absenteeism were flu and mental health complaints (in line with the national trend). Managers worked with the DNA occupational health and safety service and with employability advisers to get a better grip on absenteeism and the prevention thereof. They did so by focusing on preventive measures, by reducing the duration of absenteeism if possible and by limiting the inflow into the second year of sickness (run-up to the WGA). Structural consultation took place with the DNA occupational health and safety service on the quality of the service provided, to precisely align it to THUAS' needs.

Employee satisfaction

Our employees are doing well, but there are still steps to be taken

A Mini-Kompas (employee experience survey in summary form) was conducted for the first time in 2023, with the main aim of providing an interim measurement on a number of key themes such as wellbeing, social safety, inclusion and collaboration. On average, our employees are doing well and can be themselves: an important precondition for overall



positive work perception. Compared to the outcomes of Kompas 2022, the results remained largely the same. There is a positive development on internal cooperation and at the same time, this is still a major area for improvement. We also see a slight increase in the eNPS. This means that the attractiveness of THUAS as an employer has increased further.

Attention continues to be paid to enabling discussions on (social) safety, work pressure and increasing the attractiveness of THUAS as an employer. In addition, the results show a great need for connection: connection with colleagues, with managers and between different faculties and services. Communication is therefore the most frequently mentioned area for improvement (49 percent), followed by work balance (41 percent) and leadership (40 percent). Managers discussed the results within the department, service or faculty and have taken follow-up steps based on the results.

5.2 Workforce Development

Current workforce structure

The workforce structure of teaching staff remained almost the same in 2023 (a decrease of 2 FTEs). The total amounted to 1,355 FTEs at the end of 2023. Support staff grew by 30 FTEs, bringing the total to 742 FTEs by the end of 2023.

Workforce development			
	2022	2023	% growth compared to previous year
Number of employees*	2,676	2,695	0,70%
TS	1,844	1,829	
ESS	832	866	
FTE (realisation)*	2,069	2,097	1,40%
TS	1,357	1,355	
ESS	712	742	
TS/ESS in FTE	66/34	65/35	
Average age	43	43.5	

*Staff employed by The Hague University of Applied Sciences December 2023

Inflow and outflow

In 2023, a total of 554 employees joined The Hague University of Applied Sciences and 530 employees left our organisation. Most employees left at their own request or because of the end of a fixed-term contract. Employees who left employment in the period July to December 2023 did so because they were dissatisfied with aspects of the job or the organisation, because they needed a new challenge (48 percent) and/or because the position did not meet their expectations. In the survey, employees who left the organisation were able to give several reasons for their departure.

There was 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, leading employees to trade their current positions for a new challenge elsewhere;
- the use of student assistants: 233 student assistants joined (10 percent); 244 student assistants left (10 percent).

Supporting ex-employees in reintegration

As self-insurer under the Werkloosheidswet (WW; the Unemployment Act) in the government and education sector, The Hague University of Applied Sciences bore € 1,039,418 in benefit costs in 2023, compared to € 945,937 in 2022 and € 1,159,574 in 2021. In 2023, 38 former employees received unemployment benefits for the first time (under the WW), 11 more than in the previous year. A WW case manager from THUAS guides former employees in their search for new employment. Of the 38 former employees who came to fall under the WW in the year under review, 18 ex-employees had already left the WW behind again by the end of 2023.

Compulsory self-insurership

Compulsory self-insurership based on the Werkhervatting Gedeeltelijk Arbeidsgeschikten (WGA; Return to Work Regulations), the Ziekwet (ZW; Health Care Act) and the Werkloosheidswet (WW; Unemployment Act) are unchanged in 2023 compared to previous years.

In the past, THUAS opted for self-insurance for the WGA. The cost of claims thereof is insured. In the fourth quarter of the year under review, we launched an investigation into whether self-insurership and insuring the cost of claims are still in line with the developments within THUAS.

5.3 Terms and Conditions of Employment

Sustainable travel scheme

From 1 January 2023, THUAS has had a sustainable travel scheme and we reimburse 100 percent of commuting costs by public transport. Meanwhile, 50 percent of employees travel by public transport.

Leave and DI hours

DI hours (duurzame inzetbaarheidsuren; sustainable employability hours), are allocated to all employees without reservation. Additional birth leave is supplemented up to 100 percent, capped at the maximum daily wage. The options for selling hours has been expanded. The working time reduction scheme for seniors can now also be used for an unpaid part. From 1 September 2023, positions that include teaching duties and require a full and transferable BDC must be rated at least at job grade 11. By 1 September 2025, those jobs must be reassessed. Opportunities to continue working beyond the state pension age have been increased.

Labour market allowances

In accordance with THUAS' remuneration policy, 15 employees received a labour market allowance in the year under review. This allowance is granted only if labour market considerations make it impossible or difficult to fill the position without this allowance.

Invalidity insurance

THUAS has taken out invalidity insurance for all its employees, and has been doing so for many years. The Collective Bargaining Agreement for Higher Professional Education (CAO-HBO) 2023-2024 includes this as an obligation.

Contract types

In consultation with the participation bodies, we have made agreements on the maximum portion of flexible labour that THUAS considers necessary. These concern employees with contract types D4 (fixed-term contract) and D5 (extension of fixed-term contract), as well as non-salaried staff (NSS). The target based on staff costs for 2021 was: 80 percent permanent staff and 20 percent temporary staff. In the year under review, we arrived at 74 percent and 26 percent respectively. The share of flexible employment at THUAS consists mainly (54 percent) of salaried staff (SS) and further (46 percent) of non-salaried staff (NSS). In 2023, NSS costs amounted to € 26.1 million. Compared to the previous year, the percentage of temporary staff remained the same. The use of temporary funds (NPO) led to more fixed-term contracts.

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

5.4 Organisation Development

Development of centres of expertise

In the Knowledge Agenda, we opted for stronger positioning on content. In our consultation structures, we have made the connections more explicit and translated them more clearly: several times each year, strategic consultations take place between the leading lecturers and the faculty directors. Lecturers, directors and programme managers also consult each other regularly, for example at leadership conferences, the THiNK FeST, meetings in faculties, and so on. We continue to work on improving the research infrastructure. HRM is developing a new job classification system for research. A first draft version of this system is currently under review. The lecturer job matrix has been changed. Urgent issues such as project administration or strengthening the funding and support function have been addressed and realised. A programme⁴ was started in early January of 2024 to ensure the follow-up of the remaining actions and to implement them in conjunction.

Global Governance Evaluation

The lessons learned from the reorganisation of the Global Governance Centre of Expertise formed the basis for shaping the reorganisation of the Office of the Board. This Office merged with the Global Strategy & Community hub GSCh. We also take the lessons learned into account for future organisational changes.

⁴ This is done under the guidance of an external project leader and in close cooperation with HRM, the Education, Knowledge & Communication Department, the Operations & Control Service and the centres of expertise.

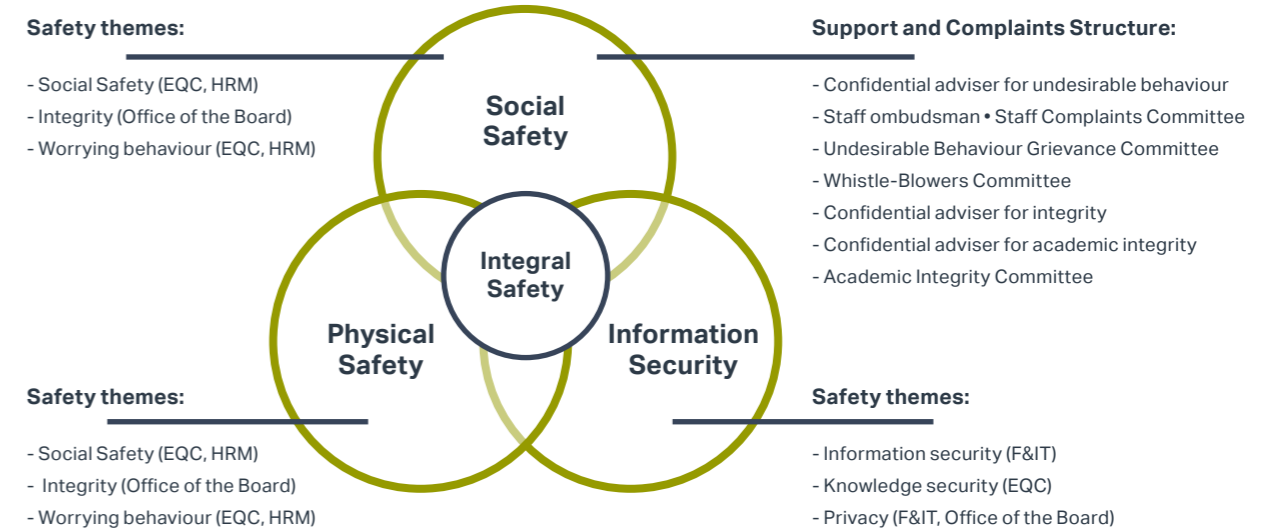


Chapter 6

Safety, Support, and Complaints Structure



Since 2021, The Hague University of Applied Sciences has been producing a joint Annual Report for the help and complaints structure and safety. The main findings thereof are included in this chapter. This is also in line with the requirement from the Ministry of Education, Culture and Science (OCW) to report in the Annual Report on topics such as social safety, knowledge safety and cybersecurity as agreed in the Bestuursakkoord (Administrative Agreement). We have categorised the report according to the image below.



6.1. Integral Safety

Integral safety is now a familiar concept within The Hague University of Applied Sciences. It is the connecting factor between all nine security themes. This includes five process steps through which we monitor progress on maturity.

Risk management	Within THUAS, the Integral Risk Management framework document was adopted in 2023. This forms a guide to implementing risk management on THUAS' objectives through the structural conduct of risk dialogues.
Policy	In addition to the policy document on risk management, we worked on policies for various safety topics. These are not always titled 'policies', but do contain policy principles and are often more hands-on. These include e.g. the knowledge safety update, Social Safety Action Plan and physical access policy.
Organisation	The line organisation is responsible for safety concerns and seems to show increasing ownership on the various topics. The Reporting and Advice Point for Safety is approached more often and also received more reports in 2023.
Awareness	In the year under review, we carried out various awareness campaigns on the various themes.
Crisis and continuity management	In 2023, the IT Coordination Team (CT-IT) was established in order to be able to act decisively during an IT crisis. The IT crisis plan and the crisis communication plan were also adopted. Individual drills were held. We also participated in the national OZON drill.

6.2. Social Safety

Within The Hague University of Applied Sciences, there is no room for undesirable behaviour. THUAS wants to be a place where students and employees feel welcome, safe and valued. A safe and inclusive learning and working environment where everyone can freely express and develop themselves.

Social Safety Action Plan

In 2023, we worked on the Social Safety Action Plan. The action plan aims to intensify actions that contribute to promoting social safety, wellbeing and a professional, respectful and inclusive culture. These actions can be divided into three pillars.

- ownership and steering;
- visibility and prominence;
- awareness and behaviour.

By implementing the action points, we can increase the visibility and awareness of the support and complaints structure, employees can become more competent in dealing with reports, and the willingness of both students and employees to file a report can increase.

Reports

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 THUAS, students and employees are able to turn to the help and complaints structure. Managers can contact the Reporting & Advice Point for Safety, for support. Below, we summarise the number of reports in the year under review.

Reports to:	2023	2022	2021
Confidential Advisor on Undesirable Behaviour (CAUB) - students	108	68	56
Confidential Advisor on Undesirable Behaviour (CAUB) - employees	172	145	86
Staff Ombuds Officer	35	6*	7*
Staff Complaints Committee	3	5	4
Complaints Committee on Undesirable Behaviour	2	3	1
Reports to the Reporting and Advice Point for Safety	104	63	29

* The numbers for the Staff Ombuds Officer are lower due to limited availability of figures.

The number of reports from staff and students daring to speak up about unwanted behaviour also increased in 2023. But speaking up remains a difficult feat. Making this easier requires continuous attention. In order to increase the willingness to report of our students and staff, a number of things are crucial: awareness on this topic, staff and students' ability to act, and information provision around undesirable behaviour and social safety. Where necessary, we develop practical tools and guidelines and provide additional support.

Integrity

We re-adopted the integrity code in 2023, after an adjustment to the 2022 version. The integrity code provides support for identifying integrity risks and making decisions when integrity dilemmas arise. Students and staff can turn to various bodies to file a report when they spot an integrity violation. The number of reports in 2023 is shown below.

	2023	2022	2021
Confidential Adviser on Integrity	14	7	2
Whistleblower Committee	1	2	2
Confidential Adviser on Scientific Integrity	0	0	0
Scientific Integrity Committee	0	0	0
Reporting and Advice Point for Safety	7	0	0

In 2023, a report came to the Whistleblower Committee. This report was eventually declared inadmissible. The Executive Board adopted that advice. THUAS received no reports on the topic of scientific integrity. As with other large universities of applied sciences, the number of reports was also very low at THUAS.

6.3. Information Security

By information security, we mean data security, privacy and knowledge security. The Ministry of Education, Culture and Science is paying extra attention to this. The Ministry is making additional funds available for growth with respect to the themes of information security and knowledge security.

Information security

Staff shortages continued to have an impact in 2023, preventing THUAS from achieving the desired maturity level. We are well-aligned with national developments and the SURF facilities. We participate in periodic audits. We actively monitor and work to raise awareness among students and staff on this theme. This is how we are steadily growing towards the desired maturity level.

Privacy

Under the GDPR, The Hague University of Applied Sciences is responsible for protecting the personal data of its data subjects. This means that we have to comply with the requirements set by the GDPR. The processing register is the basis for GDPR compliance and the capstone of all processing within THUAS. In the year under review, we started setting up and establishing the processing register in the privacy management system that we purchased for this purpose. When a data processing operation poses a high risk to the rights of data subjects, THUAS is also obliged to carry out a DPIA (Data Protection Impact Assessment) (Section 35 GDPR).

In 2023, we reported 11 data breaches to the Dutch Data Protection Authority. In the previous year, there were three data breaches. Human error is a common cause of data breaches. This may concern e-mails with private e-mail addresses in cc instead of bcc, sending attachments containing personal data and sending e-mails to the wrong recipients. Human error cannot always be prevented, but THUAS can minimise these risks through increased awareness.

Knowledge safety

In 2023, we started with the implementation of the Nationale Leidraad Kennisveiligheid (National Knowledge Safety Guideline). We conducted in-depth knowledge safety risk assessments with three centres of expertise and with HRM. In June, the Expert Team on Knowledge Safety was formally established as a scaled-up format for the Reporting and Advice Point for Safety in complex case histories. THUAS was a partner in the external audit of knowledge safety for the sectoral overview on the theme of knowledge safety of universities of applied sciences, a sectoral overview that the Ministry of Education, Culture and Science will present to the House of Representatives in early 2024.

6.4. Physical Safety

The number of company emergency response (CER) reports in the year under review are similar to the years before the COVID pandemic. Company emergency responders were deployed 70 times for an incident involving a student or staff member (in 2022: 79 times), including in 7 reported minor workplace accidents. We invested in the recruitment of company emergency responders. This resulted in 121 company emergency responders in the year under review (compared to 100 in 2022). Due to rowdy youth at the main campus, we have formulated a new access policy. We deployed extra security there and conducted random access control in the evenings. Unfortunately, those measures have not yet remedied the problem.

In 2023, we implemented the Zestor higher professional education-wide RI&E for the sector. Organisational units were instructed on how to complete this digital RI&E tool. In addition, a senior safety expert carried out a test in September 2023 in accordance with working conditions legislation. Based on this, he put his recommendations in an advisory report.

Hundreds of students and employees went abroad for THUAS in 2023. Fortunately, no reports of incidents abroad were received by both our emergency service and the travel agency. We did check whether students and employees were located in Israel and Gaza at the outbreak of the conflict there, and we also checked if any of them were in Paris when the risk level of attacks was scaled up. We also sought contact with our students in Prague after a school shooting at a partner university. Fortunately, everyone turned out to be safe.



Chapter 7

Participation

**The Hague University of Applied Sciences sees participation as an important form to strengthen the involvement of students and staff.**

In 2023, the participation bodies of The Hague University of Applied Sciences consisted of the General Council, Services Council, Centre of Expertise Council, faculty councils and degree programme committees. The term of office runs parallel to the academic year; from 1 September through 31 August. A total of about 260 employees and students formed part of the participation bodies in the academic year 2022-2023. As of 1 September 2023, 274 members were starting their first or second term of office.

National focus on participation in higher education

In 2023, participation at universities and universities of applied sciences was a regularly discussed in the House of Representatives. Issues discussed included the facilitation of participation members, increasing visibility (finding and binding), and the extent to which there is a need for more uniform guidelines. THUAS followed these developments closely and - in anticipation of any new legislation and regulations - took initiatives to make improvements.

Investing in the quality of participation

The study 'Medezeggenschap versterkt!' (Participation Strengthened!) was completed in 2023. The report makes two things clear, i.e.: 1) what actually motivates active members become involved in participation and 2) what hinders students and staff from actively being involved in participation. Using the analyses and advice from the report, the organisation set to work in the year under review to reverse the national trend of declining interest and motivation for participation towards a greater and more engaged professional participation culture.

In this context, we also started discussions in 2023 to come up with renewed participation regulations that are better suited to the current wishes and needs of all stakeholders. One of those wishes and needs is the adjustment and relaxation of the facilities scheme, which regulates the remuneration of members. We initiated that process in 2023.

Participation elections 2023

The annual participation elections took place in June 2023. The nomination of candidates and voting both took place online. Organisationally and technically, the election process was carried out without any problems. The results were announced on 20 June 2023. Turnout was 7.6 percent. After the elections, 30 student seats and 38 staff seats remained vacant. In its evaluation report, the electoral committee gave a careful account of the proceedings. It also formulated some concerns for the 2024 elections. The contribution of a communications consultant worked out well. The campaign around candidate recruitment and elections was considerably better than the previous year. We are therefore continuing this professionalisation drive.

Launch conferences and kick-off

Immediately after the elections, we organised decentralised launch conferences for all participation bodies and the management. This was the time for the new members to get acquainted, undergo basic training on participation, achieve mutual knowledge transfer and make agreements concerning cooperation. The General Council conferred with the Executive Board and the Supervisory Board, the faculty councils and degree programme committees conferred with the faculty directors and degree programme managers, and the Services Council and Centre of Expertise Council conferred with their directors and lecturers, respectively. The aim of these conferences was to prepare everyone as best as possible for the upcoming participation year. The concept caught on and gradually more depth and customisation will be included annually where possible. A university-wide kick-off took place after the start of the academic year. A short programme featuring an inspiring guest speaker and a panel discussion between the chairs of the General Council and the Executive Board proved to be a perfect warm-up for a lively networking reception that really kicked off the participation year.

Professionalisation of participation

Immediately after taking office, the participation bodies are expected to make an active and substantive contribution. Again in 2023, a comprehensive expertise programme was available to them, which was developed to strengthen participation members personally and ensure they are well-prepared for discussions with the board and management.

It starts with e-learning, informing members about the general work method. This e-learning then focusses on the council or committee of which the participants are members. During the Introductie medezeggenschap (Participation Introduction) training, forming part of the (de)central start-up conferences, the focus is on their participation-related tasks, responsibilities, powers and rights. There are also in-depth training courses of a general nature (process and frameworks), as well as specific training courses to correctly interpret and assess substantive proposals such as a budget or EER/EP. Chairpersons and secretaries are offered an additional training track for professional preparation and chairing meetings.

In 2023, it appeared that it was not always easy to enable everyone to attend the programmes or parts of them. Full days or even half-days put too much of a burden on the schedules of staff and students. Language was also a barrier in some cases, as was the set-up of physical sessions. The registry, responsible for developing and implementing the programme, has identified these bottlenecks among members and will work on areas of improvement.

7.1 General Council

Until May 2023, the General Council had sixteen members. Notably, the Faculty of Social Work & Education and thus the centres of expertise were not represented. For half of the members, 2023 was the second year of their term of office. A number of student members who started their first year, graduated. As a result, thirteen seats became vacant for the elections. After the elections, the Council had fifteen new members.

The General Council had a total of nineteen members after the elections. Right after the summer holidays, for the third time, THUAS organised the two-day launch conference for the General Council, the Executive Board and the Supervisory Board. The programme included informal introductions, learning about each other's motivations, the structure of the decision-making cycle and basic training. A week later, the members of the managing committee (MC) were elected and the specialised committees were formed.

Cooperation HR and EB

Agreements and procedures have been established in order to confer at the right times, provide each other with information and facilitate decision-making. We also paid extra attention to cooperation between General Council and Executive Board in 2023. Meetings without a formal agenda contributed to the relationship between the bodies. To make the consultation and decision-making structure more effective, a number of changes were made to the meeting schedule at the beginning of the 2023-2024 participation year. In this way, files were put on the agenda earlier and more broadly, giving the General Council more time to prepare consultations and decision-making. The timely delivery of documents is always a precondition in this. That was also a challenge in 2023. Partly because annual documents and budgets are linked to the calendar year, whereas the participation bodies follow the academic year. This sometimes put the schedule under pressure.

General Council committees

Starting from September 2023, the General Council prepares substantive topics with the portfolio holders of the Executive Board in two standing committees: Operations (O) and Education, Research and Student Affairs (ER&S). Previously, these were three committees. This turned out to be a successful adjustment that improved the headcount and thus the discussion per committee, but above all allowed for a more integrated approach.

Supervisory Board

Consultations between the Supervisory Board and the General Council took place twice a year. The Supervisory Board gets informed and seeks input from the members of the General Council on current issues such as financial and organisational topics, the position of The Hague University of Applied Sciences and the appointment of officers. In 2023, the Supervisory Board paid particular attention to the participation elections, the Implementation Agenda of the Strategic Plan, the Educational Vision, integral safety, inclusion and diversity and internationalisation.

Organised Consultation

The Organised Consultation is a consultation between the university of applied sciences and employee organisations at a local level. The topics for these consultations are laid down in the Collective Bargaining Agreement for Higher Professional Education (CAO-HBO). The General Council is an observer of these consultations. Employee organisations discuss the consultation agenda with the Council in advance. It can then advise on the items on the agenda. The Organised Consultation took place in a number of times in 2023. Topics on the agenda were related to HRM, such as developments around the collective bargaining agreement, spending of DER (Decentralised Employment Resources) funds, travel expenses, DI hours and organisational issues.

Decisions and opinions

The Executive Board submitted a number of important motions to the General Council during the year under review. Besides the usual files, the General Council paid special attention to the Educational Vision and the Knowledge Agenda, which were derived from the Strategic Plan 2023-2028 previously adopted. Below, we briefly explain below a number of files that have a major impact on the organisation and in which the General Council put a lot of energy in 2023.

Framework Letter, Governance Agenda and budget 2024

Each year, the university of applied sciences prepares a Framework Letter. This Framework Letter forms the basis for the budget and annual plans of faculties and departments for the following year.

As in previous years, several sessions and training courses were also offered to the members of the General Council in 2023 to give them the opportunity to study the subject matter properly. The General Council was involved in a timely manner and expressed positive views on the process by which the Framework Letter was produced.

The General Council discussed the Framework Letter based on its own focal points. This included detailed discussions on executive power, leadership development, facilitating teams with time and space for professionalisation and development, workload, risk management and prioritisation of artificial intelligence.

After substantive discussions, the General Council agreed to the Framework Letter at the last consultation meeting before the summer, after the Executive Board promised to incorporate some adjustments in the Framework Letter.

Also, in the process of arriving at a final university budget, the approach was to involve the General Council at an early stage. After the Executive Board provided clarification on a number of questions, the General Council advised positively. However, the Council did draw attention to a critical review of the process regarding the Annual Reports and budget. Again, the timeframe posed a problem, i.e. the time available for the Council to study and discuss the documents in order to arrive at a sound opinion.

Educational Vision and Knowledge Agenda

At the consultation meeting in October, the General Council had a substantive discussion on the Educational Vision. When considering this file in December, the General Council expressed its appreciation for the fact that earlier input was reflected in the later version.

The Council wanted to go the extra mile by submitting some in-depth questions to those it represents, before taking a decision. The General Council discussed the concerns from those represented that emerged from the answers to the in-depth questions. The Executive Board committed to make monitoring of realisation a standard agenda item in consultations, in addition to the usual instruments. Then the General Council was able to grant its consent for the Educational Vision.

The General Council was also involved in the development of the Knowledge Agenda at an early stage. And for this too, the General Council consulted those represented. The General Council felt that the participation process could be improved, but did draw the conclusion that there is a substantively strong Knowledge Agenda. This gave the confidence required to grant its consent.

Plan for organisation and embedding of strategic activities

The aim of the Plan for organisation and embedding of strategic activities was to anchor the strategic activities of THUAS within the Office of the Board. For this purpose, a supplementary note was prepared following the findings of the report on the evaluation of the Global Governance centre of expertise. The General Council had requested this review in 2022 as a condition for granting its consent to the reorganisation of the Global Governance centre of expertise. According to agreements, the 'lessons learned' were also included in this plan for the Office of the Board. The General Council granted its consent, but would like to be kept informed about the progress of this new design of the Office of the Board and on



securing the connection with education in terms of strategy, sustainability and inclusion, after embedding the activities in the Office of the Board.

Model EER 2024-2025

A delegation from the General Council participated in a working group to improve the EER model. This resulted in EER that have become much more accessible and thus more student-friendly. The Council agreed to this model EER, after the commitment was made that the content of external documents underlying the links should not be changed unnoticed. This is monitored by the Education, Knowledge & Communication Service.

Annual Planning 2024-2025 - formerly Student Holidays

Unlike in previous years, the General Council did not grant its consent to this document in 2023. This is because of a change in scheduling. In the opinion of the Council, the results would not be predominantly positive for all students. The risks had not been sufficiently identified. The General Council expressed its concerns about the new schedule in relation to the pressure in terms of time, caused by resits. This because of the processing and workload involved. And because of the possibilities or impossibilities for exchange and for international students (especially challenges in the area of housing). And because of the education logistics planning and May holidays planned at some faculties. All these concerns could not be removed by the Executive Board. The Board then promised a revised schedule.

Recruitment of new Executive Board member

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

Cyclical and specific topics

Also discussed in 2023 were the fixed, cyclical topics, such as the hogeschoolmonitor (University Monitor), the participation elections, the student charter, the regulations for enrolment for and disenrolment from funded study programmes, compulsory leave days for employees, the Annual Report of the ombudsman and confidential counsellors, the regulations for tuition fees for funded degree programmes and the portfolio distribution of the Executive Board. In addition, a whole range of specific topics were discussed, such as the new master's degree programme in Next Level Engineering, the positioning of the Education Planning Team and the Lighthouse & Events Team, the profiling fund regulations, the rules of conduct and order measures, the adjustment proposals from central NPO and SAF (Study Advance Funds), the Applied Data Science & Artificial Intelligence (secondary campus) business cases and the joint master's degree programme in Applied Quantum Technology, the adaptation of Integrity Code 4.0 and the reallocation of the central study advance funds. Also, the General Council itself raised topics such as leadership policy, inflation compensation, the Student Community Fund and continuing to work after retirement.

All topics discussed were listed in the newsletter published after each cycle. Minutes of consultation meetings were published on the intranet. Further information can be requested through the registry.

7.2 Sub-councils and degree programme committees

In 2023, each decision-making cycle started with the chairpersons' meeting in which the day-to-day management of the General Council meets with the chairs of all sub-councils to gather input and share information. In the various consultation meetings, the Services Council, the Centre of Expertise Council, the faculty councils and the degree programme committees mainly dealt with cyclical topics in the field of education (EER and EP), personnel (vacancies, requests for advice and consent) and finance (budget, SAF and NPO funds). Some degree programme committees asked critical questions and were actively involved in reviewing the documents. At times, there was a difference of opinion. Sometimes there were concerns about workload, about (a lack of) employee engagement and about the clarity of financial information. In the end, many documents were approved after adjustments and consultations between various parties.

The Centre of Expertise Council provided important input for the Strategic Plan 2023-2028 and for the Knowledge Agenda (on the strategic research themes and the use of POR (practice oriented research) funds). Attention was also paid to the process of co-creation and collaboration between the education committees, the management team and other stakeholders within THUAS.

Cooperation

In the year under review, cooperation between sub-councils and directors was very pleasant and respectful in almost all sections. Nevertheless, concerns were raised about the effectiveness of cooperation and communication between the committees and the management. Points for improvement were also mentioned in other areas such as mutual communication and better engagement and understanding of the issues. Initiatives were taken to improve cooperation, such as setting up communication plans and organising regular consultation meetings. In addition, the advisory committees do note there is some unrest in various parts of the organisation due to high staff turnover and due to open vacancies. Also, the limited time available to carefully perform all tasks was again a challenge for many in 2023, also due to understaffing. Although (administrative) support was not always up to scratch, it was improved. The registry will continue to pay extra attention to the above issues in 2024.

Contents

Consulting those represented was more often on the agenda in 2023. Following the example of the General Council, the decentralised participation bodies were encouraged to formulate their own talking points and own course. Among the committees and associated sub-councils, this provided support in discussions and in defining positions. At the decentralised participation bodies, topics on the agenda included the items listed below - in no particular order. The minutes and the substantive explanation are available on the intranet for all students and staff.

Education, Research & Students

- EER/EP;
- CS (customised studying);
- (re)development curriculum;
- student wellbeing (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;
- alignment education and research;
- monitoring wellbeing, diversity, inclusion and social safety;
- discrimination (internship);
- connection education - research (Educational Vision);
- evaluation centres of expertise.

Finance & organisation

- Strategic Plan 2023-2028;
- recruitment and selection directors and managers;
- annual plans and budgets 2024;
- risk management
- monthly reports
- language policy
- inflow Students;
- feedback SAF;
- NPO funds

Staff

- workload;
- monitoring wellbeing, diversity, inclusion and social safety;
- teams responsible for results;
- improving assessment procedures;
- holidays and leave;
- marketing and branding;
- Employment law issues;;
- travel expenses.

Participation

- recruiting new members for the degree programme committee within the programme;
- information on participation;
- employee complaint and concern handling.

7.3 Organised Consultation

The Organised Consultation is a consultation between the university of applied sciences and employee organisations at a local level. The topics for these consultations are laid down in the Collective Bargaining Agreement for Higher Professional Education (CAO-HBO). The General Council is an observer of these consultations. Employee organisations discuss the items listed on the consultation agenda with the Council in advance. It can then advise on the items on the agenda. Organised Consultation took place two times in 2023.

The following topics were discussed:

- annual social report 2022;
- social safety;
- work pressure/workload and tasks;
- remuneration policy;
- DER funds 2022;
- the (2024) Spending Targets;
- organisational change - including the evaluation of the reorganisation of the Global Governance Centre of Expertise and the sourcing strategy of the Facilities & IT Department

Chapter 8

Governance and management



8.1 Composition and portfolio distribution of the Executive Board

In 2022, the composition of the Executive Board changed with effect from 1 May 2023 due to the departure of Drs H.G.L.M. (Hans) Camps LL.M (member). During the period from 1 May 2023 to 21 August 2023, the Executive Board consisted of: Dr E.M.(Elisabeth) Minnemann, chairperson, and Drs A. (Arend) Hardorff, member. With effect from 21 August, J. (Hans) Nederlof RC took office as a member of the board. As of 19 December 2023, some practical changes were made to the portfolio distribution.

Portfolio distribution as of 1 January 2022 to 18 January 2022⁵

	Dr E.M. (Elisabeth) Minnemann - chairperson	Drs A. (Arend) Hardorff	J. (Hans) Nederlof RC
Topics	Chairing of the Executive Board Chairing of the CMT External relations Communication and marketing (including recruitment of international students) Research, innovation and valorisation Strategy/Strategic Plan Social safety and inclusion	Education Student affairs Graduates Portfolio Quality care Education for professionals Internationalisation Caribbean students Teacher shortage	Financial policy Planning & Control Information Technology Facilities General Data Protection Regulation (GDPR), including Data Protection Officer (DPO) Deputy chairperson CMT HRM policy Integral safety Knowledge Safety Sustainability
Faculties	Faculty of Public Management, Law and Safety (PMLS)	Faculty Health, Nutrition & Sports (HNS) Faculty of Technology, Innovation & Society (TIS) Faculty IT & Design (ITD) Faculty of Social Work & Education (SWE)	Faculty of Business, Finance & Marketing (BFM) Faculty Management & Organisation (M&O)
Centres of expertise	Health Innovation Governance of Urban Transitions Cyber Security	Global and Inclusive Learning	Digital Operations and Finance Mission Zero
Services	Office of the Board (OB)	Education, Knowledge & Communication Service (EKC)	Business Operations & Control Service (B&C) Facilities & IT Service (F&IT) HRM Service

⁵ The development during the year 2023 is attached as appendix.

8.2 Management costs and expenses claimed of the Executive Board

Cost type	E.M. Minnemann	H. Camps	A. Hardorff	H. Nederlof	EB jointly	Total
Representation expenses	3,721	1,199	2,400	871		8,191
Domestic travel and accommodation expenses	3,323		7,592	848		11,763
Travel and accommodation expenses Abroad	6,908		7,784			14,692
Other costs			795		11,790	12,585
Total	13,952	1,199	18,571	1,719	11,790	47,231

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

Representation expenses

Representation expenses include untaxed fixed expense allowances. For E.M. Minnemann this is € 3,000, for H. Camps € 800, for A. Hardorff € 2,400 and for H. Nederlof € 871.

Domestic travel expenses

These expenses relate to travel by public transport for commuting and business trips. Where public transport was not an efficient option, a taxi was used for business trips.

Non-domestic travel expenses

These costs relate to E.M. Minnemann, for participation in the knowledge mission with the then-outgoing Minister of Education, Culture and Science to South Africa and for A. Hardorff for participation in the Digital Universities US 2023 conference in Chicago, USA, and the Navitas Business Partners Conference in Bangkok, Thailand.

Other costs

The other expenses under 'EB jointly' relate to the cost of network meetings and the farewell to H. Camps.

8.3 Continuity section - Risk management and risk control system

8.3.1 Organisational principles and operating philosophy

Achieving the ambitions in the Strategic Plan requires a commitment to our organisational principles:

- a professional culture centred on quality, innovation and learning;
- supported by working in teams responsible for results;
- from simplified processes and operations in favour of executive power.

Professional culture

Guiding principles here are: taking responsibility for our own role and for the whole in an open culture of accountability and on the basis of acting with integrity, fairness, exemplary behaviour, moral awareness, the ability to handle ethical dilemmas and the capacity for (self)reflection.

Working in teams responsible for results

Trust forms the basis for cooperation in teams responsible for results. We want to ensure that teams and individuals can take professional responsibility. They can do so when they experience freedom within a clearly set course (direction) and within the corresponding frameworks, supported by the (development of the) right skills. We ensure that decision-making is participatory, clear and transparent.

Simplified processes

By monitoring strategic alignment - from mission to strategic goals and ambitions and the associated actions - it is clear to everyone what and how they can contribute to the goals of THUAS. We achieve this by simplifying basic processes and working - with fewer rules and bureaucracy - on a limited number of critical performance indicators (KPIs). Where appropriate, we adopt a short-cycle approach (lean and/or agile) to be agile. We consciously choose to refrain from doing some things, as part of the sustainable use of our people and resources. In doing so, we use clear consideration criteria.

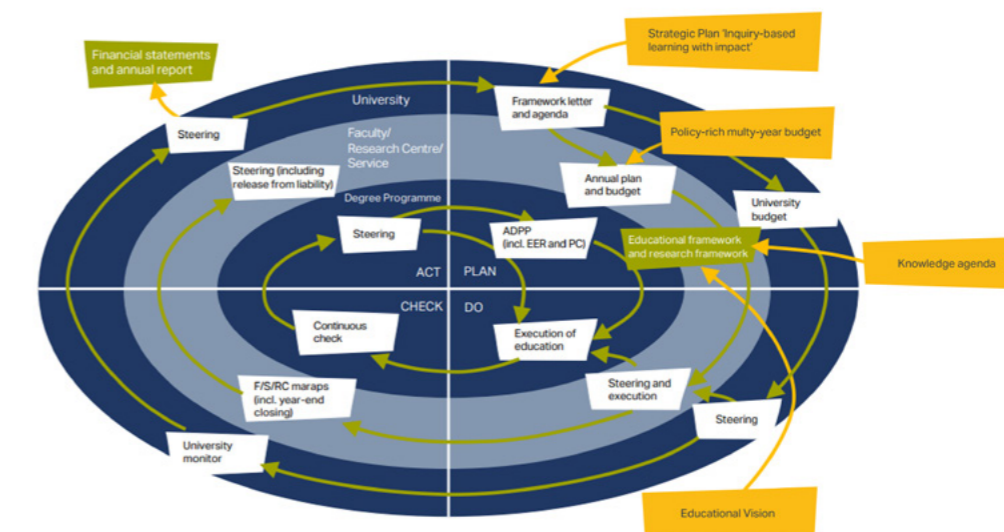
Risk management and control

THUAS' risk management and risk control are based on the three organisational principles mentioned above.

These form the basis for the so-called 'goede gesprek' (good conversation) between the Executive Board, faculties and centres of expertise, as integrated in the planning and control cycle of THUAS. That conversation takes place in teams between degree programme manager (faculty), unit manager (service), centre of expertise coordinator and director or, as the case may be, leading lector and between director/leading lector 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.

8.3.2 The PDCA cycle

The group controller coordinates the PDCA cycle at the level of the Executive Board and the level of faculties, services and centres of expertise. The annual (governance) agenda forms the basis of the annual plans of faculties, services and centres of expertise. The annual plans translate the goals of the Strategic Plan into objectives for the coming plan year. Below are the main milestones and key products in the PDCA cycle and the links between the different levels.



Plans

At the level of the university of applied sciences, the PDCA cycle runs from January to December. Preparation for the new planning year starts in May-June of the previous year with the adoption of the Framework Letter, which sets out the main policy (the Implementation Agenda) and the budget.

The Framework Letter is closely related to the ambitions formulated by the university of applied sciences in the Strategic Plan, the Educational Vision and the research vision. The Framework Letter contains the prioritisation and resulting accents for the following year, translated into accents in the operations and HRM. In the Framework Letter, we also take account of any external developments of interest. Depending on the level of concreteness, these are incorporated into the objectives, budgets and risk paragraph.

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) are adopted via the Education Plan (EP). The Educational Vision and its own programme framework are the starting point in this. The Annual Degree Programme Plans within a faculty act as input for the annual plan of the faculty.

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

From September, staff of faculties, centres of expertise and services work out their annual plans and prepare their budgets. They use the Framework Letter, the annual degree programme plans, the research plans and the Strategic Plan for this purpose. Annual plans and budgets are adopted in November, after which they are consolidated into the 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 cycles' (management report cycles): MAREP 1 in April and May, MAREP 2 in September. In the management reports, the managements of faculties, centres of expertise and services (MAREPs F/CoE/S) systematically report on the progress and results of their annual plans divided into the topics of education and research (including progress in implementing the Educational Vision and research agenda), support (including risk management, operations and compliance), HRM and finance.

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

In addition to 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 lectors 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 rather like a basis for monitoring and communication within a faculty, service and centre of expertise. Service alerts are part of the consultants' and business controllers' dialogue with the director.

For each faculty, centre of expertise and service, core performance is monitored 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.

In May and November, a University Monitor is drawn up, with an emphasis 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. University-wide risks and control measures are added to the University Monitor.

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

The core products from the PDCA cycle at the level of the university of applied sciences (the Framework Letter, the budget, the management reports, the University Monitor and the Annual Settlement and the Board Report) are discussed in the internal supervisory bodies - the supervisory committees and the Supervisory Board as a whole - and with the participation bodies. This is done through the regular consultation cycle established for this purpose.

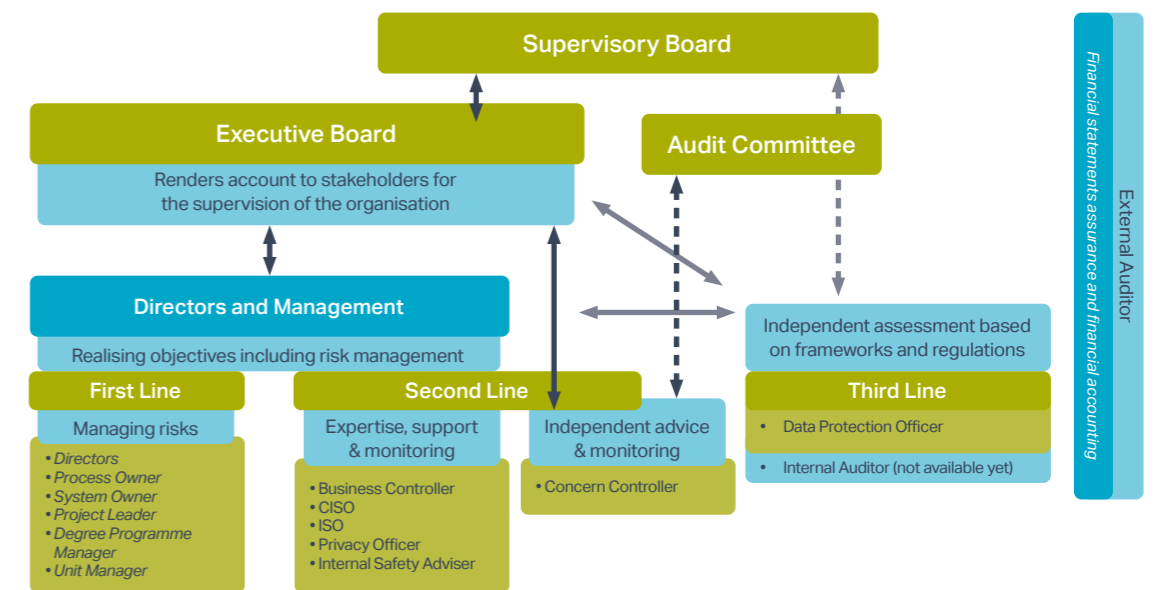
8.3.3 Integral risk management, Three Lines Model, risk appetite

In 2023, THUAS adopted new policy frameworks to strengthen integrated risk management within the PDCA cycle described above, which includes both management control and risk management. Placing responsibility unambiguously across multiple lines of the organisation contributes to that strengthening.

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

The frameworks for integrated risk management provide a development path by first focusing on further strengthening the second line and then - in the slightly longer term - the third line. The Three Lines Model of The Hague University of Applied Sciences is shown below.

3 Lines Model



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

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 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.

8.3.4 Fraud risks and control measures

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

- **Fraud with certificates**

Fraud with certificates applies when a student manages to qualify for the final attainment levels of his/her degree programme by improper means, and receives a degree certificate while (all) the required underlying test results have not been met or all the required credits have not been earned.

THUAS has mitigated this risk using a centrally regulated testing process and testing portal, which guarantees enforcement of the four-eyes principle for both the creation of tests and also the (objective) assessment of test answers submitted, with unambiguous identification of the student. In addition, the obtained results are monitored by the examination boards of the individual degree programmes. Any suspicions of fraud are made known to the examination boards and accounted for in their Annual Reporting.

The process of issuing and registering degree certificates is also part of the centrally managed core processes, with process controls monitoring for unauthorised issuances.

In 2023, no fraud with certificates was reported.

- **Funding fraud**

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

In THUAS, the enrolment process of students is organised at a central location, where an individual and independent assessment takes place on prior education, nationality, residence permit (persons database) and on having fulfilled the obligation to pay tuition fees.

Finally, the external auditor performs an (assurance) audit into the funding data communicated by the university of applied sciences and issues a separate report on this to DUO (the Education Executive Agency).

No funding fraud was reported in 2023.

- **Outgoing payment fraud**

The risk of fraud for non-compulsory payments arises when - as a result of collusion or insufficient segregation of duties - payments can be made which are not covered by underlying considerations.

Internal payment traffic is managed from the Business & Control Service, supported by the Procurement Unit of the Facilities & IT Service. The risks in this process are fully safeguarded, thanks to both authorisation and the segregation of duties between departments. In doing so, we match outgoing payments with corresponding purchase orders (where investments or other institutional expenses are involved). Or we secure outgoing payments from functionally separate personnel administration and payroll records.

No payment frauds are known concerning 2023.

8.3.5 Risks specific to The Hague University of Applied Sciences

We have identified university-wide risks in drafting the 2023 management reports. From the reporting on the progress on the Governance Agenda, we recognise risks in the following areas:

- quality and innovation of education and research;
- well-being of staff and students;
- inflow and student numbers;
- information security and risk management.

Quality and innovation of education and research

- **There is a risk of a possible delay in initiatives from the Strategic Plan due to implementation issues in education/research and operations.**

The Hague University of Applied Sciences has taken steps in further developing the Strategic Plan into a multi-year strategy Implementation Agenda and in implementing the transition of IT services.

We were able to complete the planning and decision-making on the Educational Vision, the Knowledge Agenda and the sustainable action programme in 2023. We also made progress on the inclusion and CRM files.

However, it takes time to flesh out the resulting major change programmes. Accelerating the process is not easy because of the complexity of the various themes and the coherence we need to ensure. Therefore, we have factored in the risk of delay in the implementation of the initiatives from the Strategic Plan.

The annual plans provide limited insight into the capacity required. Efforts have been made to leave room in 2024 for the execution of the implementation plans yet to be fleshed out. From IT, capacity remains limited for 2024.

Now that we have also finalised the decision-making on IT transition/sourcing and the multi-year strategic housing plan, we can take the final steps from the roadmap for the further detailing of the policy-rich multi-year financial budget (spring 2024).

Further management measures:

- periodic progress reporting and priority analysis of the planned implementation of the Strategic Plan;
- with adjustment to the Multi-Year Implementation Agenda of the Strategic Plan;
- in relation to the financially policy-rich multi-year budget.

Wellbeing of staff and students

- **The risk of study delays threatens student wellbeing and calls for the use of additional resources, even after the NPO period.**

We recognise the risks to student wellbeing and work pressure and aim to address them on the basis of the annual plans, the new Educational Vision and the activities of the Student Wellbeing team at the Education, Knowledge & Communication Service (including student wellbeing policy, the 'WellBees', the buddy programme, research on student wellbeing and their perception of support). In the new Educational Vision, successful graduation (student success) is a key point. Personal learning pathways, among other things, will contribute to this. As such, this does not eliminate the risk of exceeding the specified programme duration. As of yet, current student success rates give no indication of an increase in students exceeding the specified programme duration.

Student wellbeing is part of the structural commitment and task load of lecturers. Central support remains necessary. We will therefore also arrange this support for the longer term, with structural resources to be released beyond the NPO period.

Pressure on funding is an additional risk in this regard. In the multi-year financial forecast, we take account of continued pressure on funding due to lower student numbers and - as referred to above - a possible shrinking funding ratio.

The multi-year detailing of this forms part of the policy-rich multi-year budget to be drawn up in 2024.

Further management measures:

- Developing a targeted approach and sustainably making funds available over the years to combat increasing study delays, dropouts and students exceeding the specified programme duration;
- continuing with the Student Support project aimed at strengthening the support chain;
- active recruitment in the labour market campaign (HRM);
- a renewed approach to wellbeing and workload (HRM);
- intensifying employee satisfaction monitoring;
- more commitment to communication and better outreach to students and staff;
- continuation of the trainee pool;
- focus on onboarding new employees and management development.

- **The risk of social insecurity and undesirable behaviour - in the broadest sense - requires extra attention and commitment.**

Social safety and preventing/combating undesirable behaviour are topical social issues. The Hague University of Applied Sciences is a community of almost 30,000 people and many of the general social trends and issues therefore also manifest within our university. We too experience that social safety cannot be taken for granted. This means that undesirable behaviour is a risk factor that increasingly demands our attention. It is a complex matter in which many interests have to be weighed against each other.

The Executive Board and the management are heavily involved in this issue and determined to mitigate this risk.

Further management measures:

- implementation of policies of our inclusive university;
- the launch of the Social Safety and Inclusion programme (partly funded from OCW resources);
- in doing so, paying attention to creating awareness, increasing willingness to report and improving the ability of students and staff in navigating this;
- putting these themes on the agenda of, among others, the Leadership Conference in 2024 and the training for first-year students in the 2024-2025 academic year;
- implementation of the Social Safety Monitor pilot (2024).

Inflow and student numbers

- **There is a risk of more pressure on the funding framework due to expected declining student numbers.**

We have previously recognised the risk of shrinking inflow and student numbers, but the reality is disappointing.

The outlook on that front has unfortunately worsened. In other respects, the inflow in new degree programmes is on target. As a university of applied sciences, we need to prepare for a further decline.

The student success rate as of October 2023 shows lower inflow and higher outflow than expected. Inflow lags behind mainly among Dutch students in existing degree programmes. The study climate for international students - one of the pillars of the Strategic Plan - is under pressure⁶. Once again, we have to revise expectations on the development of student numbers downwards, to a level of 23,000 to 24,000 students.

The inflow of new students is disappointing. More study delays are occurring. The number of students exceeding the specified programme duration is increasing. Those factors imply a high sensitivity on the size of expected government contributions and tuition fees. This has direct implications for the resources available for education and support. By way of indication: 1 percent lower (or higher) student numbers result in a deviation on income of € 2 million. This corresponds to just under 1 percent of the total income.

Faculties are preparing – on the basis of their own multi-year estimates - for a decline where applicable. Support activities are also the subject of reorientation in terms of efficiency and effectiveness. In financial terms, the impact of lower student numbers and the loss of temporary NPO funds will be felt particularly in and from 2025.

THUAS actively adjusts lecturer deployment in relation to the number of students.

In the event of an emergency scenario, by terminating temporary employment contracts prematurely and discontinuing external hiring in the shorter term, the university can realise cost savings of approximately 15 percent of its total expenses (approx. € 35 million in 2025). This ensures financial agility and continuity.

⁶ Following the inflow 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 percent, based on non-Dutch prior education). The international inflow mainly involves European students and has grown in recent years. THUAS offers a total of eleven bachelor's degree programmes taught in English.

The share of funding and tuition fees for international students in the 2024 budget is € 25 million (13 percent of total funding and tuition fees). The potential financial impact has been worked out in scenarios (1 percent inflow drop; full inflow restriction for non-EEA students; halving of inflow), which in 2028 could lead to a maximal theoretical loss of annual funding in the amount of € 11 million.



Further management measures:

- marketing efforts on recruitment and improving conversion;
- implementing the policy for the range of programmes and renewal/expansion of the degree programmes offered;
- new Educational Vision, focusing on matters like flexible education and strengthening the support chain to decrease the dropout rate and increase study success;
- use of data-driven student analytics;
- multi-year perspective added in the annual plans of faculties, for services-in-progress;
- preparing for decline by not filling vacancies where this can be done responsibly.

Information security and risk management

- **There is a risk of cybercrime and reactive risk management.**

Unfortunately, the threat assessment for cybercrime in the education and research sector did not diminish during the year under review. Therefore, up-to-date monitoring of the ICT infrastructure and an adequate incident response procedure with contingency options are essential to be able to ensure adequate information security. Raising awareness among staff and students on this topic also remains a challenge.

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.

Management measures:

Meanwhile - as explained above - we have developed a coherent vision and a setup proposal for risk management and compliance. These include details of first-line as well as second- and third-line responsibilities, allowing us to manage risks more proactively.

On this basis, work is done to strengthen risk awareness and ownership within the organisation.

Where information security, knowledge security and cyber threats are concerned, separate reporting has been set up, which is part of the regular reporting cycle. A reporting line has been set up from the CIO Office via the Executive Board to the Supervisory Board.

THUAS reports breaches to the Autoriteit Persoonsgegevens (the Dutch Data Protection Authority) in full transparency in accordance with applicable regulations. The Executive Board deliberately chooses not to provide further disclosure on this topic in this Board Report.

8.3.6 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 PCDA cycle - the Framework Letter for resource allocation, the budget, the periodic management reports and the Financial Statements - in depth with the portfolio holder, the director of Operations & Control and the group controller. Where appropriate or necessary, consultation with relevant staff members and the auditor takes place. In doing so, they ensure lawful acquisition as well as efficient and lawful spending of public funds.

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

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

In this risk supervision, the Supervisory Board combines its supervisory and discussion partner functions. The main topics of 2023 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 for funding parameters. The memoranda address issues such as outsourcing, investment of public funds in private activities, granting of exemptions, funding of foreign students and funding of tailor-made tracks. In this section, The Hague University of Applied Sciences accounts for these themes in line with the memorandum.

Outsourcing

At The Hague University of Applied Sciences, the 2023 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 of 15 April 2021, the policy rule 'Investeren met publieke middelen in private activiteiten' ('Investing public funds in private activities', hereinafter: the policy rule) came into force. It contains conditions under which publicly funded higher education and senior secondary vocational education (MBO) institutions may invest in private activities. This policy rule replaces the following memoranda and guidelines:

- Theme 2 of the Notities Helderheid in de bekostiging van het beroepsonderwijs en de volwasseneducatie en Helderheid in de bekostiging van het hoger onderwijs (Notes on Clarity in Funding Vocational and Adult Education and Clarity in Funding Higher Education, 2004)
- Handreiking voor de inrichting van onderwijskundige publiek-private arrangementen (Guide to the design of educational public-private arrangements, 2011).

In 2023, THUAS reassessed whether its activities were of a public or private character under the new policy rule. It then substantiated why, in its view, these activities may be financed using public funds. The assessment was carried out on the basis of the conditions we have included in article 3 of the policy rule and the public-private guide that was created at the end of 2013 in cooperation with controllers within higher professional education.

In line with the letter of the Minister, dated 3 October 2023, a detailed breakdown of private income by category of activities is given below. The total amount over the 2023 reporting year was around € 4.3 million.

	Contract education	Secondment	Assessment 3rd cash flow	Lease	Other
Income	€ 2.441.650	€ 169.636	€ 576.072	€ 376.031	€ 728.722
Risk policy and risk management	See paragraph 8.3.				
Legal embedding	None of these activities are allocated to a separate legal person or entity. Accordingly, they are all part of the Stichting HBO Haaglanden (HBO Haaglanden Foundation).				
Organisational embedding and allocation of responsibility	Contract education is executed within faculties. Each faculty has its own private cost centre for the contract education. The faculty director is responsible.	Secondment can take place from various cost centres. The director of the relevant cost centre is responsible.	The 3rd funding stream for research is recognised at the cost centre of the research groups. The research groups are housed within the faculties. The faculty director is responsible.	Leasing takes place within the Facilities & IT Service and concerns the letting of the storefront and spaces to an education partner for the execution of the Prepschool study programme.	The PABO lateral entry, like the bachelor's degree programme, is executed within the faculty of SWE. The faculty director is responsible.

	Contract education	Secondment	Assessment 3rd cash flow	Lease	Other
Added value	<p>With its private education activities, THUAS strengthens its relationship with employers in the region which has led to more internship opportunities becoming available and/or education being tailored to the needs of employers.</p> <p>Contract education brings and keeps lecturers in touch with the field. The knowledge exchange that takes place is then returned to the classroom by lecturers, providing added value to the funded statutory task.</p>	<p>This concerns only a few employees and it involves secondment to private, non-commercial organisations. It concerns secondments to Haaglanden Medical Centre, NOC*NSF, KNCB, ZonMw, RvO and LOOFC. Secondments form part of the appointment of the employees and there is no full secondment of employees. Secondments strengthen cooperation with the field.</p>	<p>It is in line with THUAS's research ambitions for more co-creation with the field.</p> <p>The additional funding provides lecturers the opportunity to broaden their research group (and thus their research) further.</p>	<p>To promote the campus feeling for students, a number of storefront spaces are made available for leasing to the business community.</p> <p>The Prepschool is a pre-programme training pathway preparing students for a bachelor's and/or master's degree programme. Besides the added value of educating the students, it results in students for higher education in the near future.</p>	<p>The PABO lateral entry provides a direct link to the professional field as the students follow the study programme in combination with work at a primary school.</p> <p>The track contributes to reducing the teacher shortage in primary education.</p>

Contract education and customised education (€ 2.4 million)

By the end of 2023, private education activities consisted of several unfunded master's and postgraduate programmes. These concern educational activities that are undertaken as an extension of the core activities of the universities of applied sciences and that reinforce these core activities. As a result, this does not involve commercial activities for profit only. In addition, about € 0.1 million in customised tracks were realised. The policy concerning the organisation of private education, costing and accounting for the result was set out in the policy note 'Integrale kostprijs private activiteiten, uitgangspunten en rekenmodel' ('Integral cost of private activities, principles and calculation model', 2021). The guiding principle is that educational activities should be self-financing and generate positive results in the long term. In line with the policy rule, the result on private education is settled against public assets. After all, this education has been developed using public funds. This means that the negative private equity remains unchanged at the end of 2023. The result on private education for 2023 was positive, was around € 0.13 million. The result included the internal passing-on of organisational overhead in the amount of around € 0.42 million. The rate for passing on the organisational overhead was pre-calculated. Based on post-calculation, this passing-on should have been about € 0.12 million higher. Taking post-calculation into account, the private result for 2023 was nil.

Contract research (€ 0.6 million)

Research activities within THUAS are aimed at further increasing our social impact as a knowledge institution. To make this possible, the centres of expertise and research groups are actively pursuing second and third funding streams. Contract research is part of the third funding stream. Principally, research as a public service should result in valorisation that flows back to education. If contract research is done on behalf of a third party (not being the government) with the results being for the benefit of this third party, then this is a private activity under the policy rule. The starting point is that contract activities are performed on the basis of an integral hourly rate. The private contract research result is settled against the public assets. The Executive Board, with the approval of the General Council, decides on movements in the earmarked research reserves when allocating the result. For private contract research, we could not yet complete the administrative unbundling of the public part in the year under review.

Lease and rental of movable and immovable property (€ 0.3 million)

THUAS lets out part of the main location at Johanna Westerdijkplein on lease. The spaces will be made available to businesses. This benefits students' campus feeling. The spaces are not primarily accessible to students and employees of The Hague University of Applied Sciences, making it a private activity. The rent is indexed annually based on the monthly price index figure according to the consumer price index series (2015=100). In addition, an external party uses the THUAS facilities to run the PrepSchool educational programme. THUAS receives compensation for this.

Secondment of employees (€ 0.2 million)

In 2023, The Hague University of Applied Sciences realised around € 0.2 million in income from the secondment of staff to private organisations. We invoiced the principals for the employer's expenses arising from the remuneration received by the seconded person at THUAS, for the part in FTE that the secondment covers.

PABO lateral entry (€ 0.7 million)

As a 'lateral entry professional', you follow a lateral entry pathway to become a teacher in (special) primary education. At the same time, you will gain experience in a primary school, where you will also be teaching from the get-go. This type of education is classified as a private activity.

Other activities (€ 0.1 million)

In its Communication and Multimedia Design degree programmes, THUAS has a design agency run by students for designing things like logos, websites and brands. The activities focus on the talent development of students. In the 2023 reporting year, the design agency carried out assignments for third parties. In line with the policy rule, this is deemed a private activity.

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.

Students follow modules of degree programmes

Students from other universities of applied sciences can take modules (minors) offered by The Hague University of Applied Sciences through the 'Kies op Maat' programme. If this is the case, enrolment takes place via student administration.

Funding of customised tracks

In 2023, no customised tracks were organised as referred to in the memorandum 'Helderheid bekostiging hoger onderwijs'.

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. In the year under review, the SFS committee considered 35 applications due to special circumstances and 117 applications due to administrative activities. The committee issued a positive recommendation on 136 of the total of 152 applications. A total amount of € 212,760 was paid under the Profiling Fund in 2023. This is € 26,188 more than in 2022 (€ 186,572) and € 31,141 more than in 2021 (€ 181,619).

The number of applications awarded (136) in 2023 was significantly higher than in 2022 (109), which partly explains the increase in the amount paid out in 2023. The reintroduction of the basic grant also plays a role. The amount of financial support under the Profiling Fund is equal to the amount of the basic student grant plus any supplementary grant. Students living away from home will receive a one-off increase in the basic grant in the 2023-2024 academic year. In addition, the income limit for the supplementary grant has been raised. This will allow more students to claim supplementary grants. This explains the increase in the total amount of distributions from the Profiling Fund. This trend will continue into 2024.

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 2023. This is followed by accounting for the 2023 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 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 support for students (theme 2);
- appropriate and good educational facilities (theme 5).

With this selection, 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 inquiry-based 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 support for the studies 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 lecturers to deliver activating, challenging and studyable education with high support.

Central level

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

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

In light of the assessment of progress and achievement of the intermediate target, in 2021, we found that all full-time bachelor 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 Multi-Year Perspective

The multi-year deployment of study advance funds is part of the multi-year budget. The Hague University of Applied Sciences has chosen to make € 10.9 million per year available to faculties for the 2019 to 2024 period, for the deployment of lecturers to provide activating, challenging and studyable education with high support. This intention is linked to themes 1 and 2 of the 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 minor adjustments have taken place with funds having been carried forward on the basis of the actual realisation and (under-)spending from 2021 onwards (especially on the central funds). We explain these in more detail in Paragraph 9.5. The amounts mentioned in this table therefore differ slightly from the amounts mentioned in the original multi-annual plan.

Multi-annual deployment of study advance funds (amounts * € 1 MM)	2019	2020	2021	2022	2023	2024	Total amounts
Government contribution for quality funding (study advance funds)	5.9	7.3	12.1	15.2	16.6	19.5	76.6
	realisation					budgeted	
realisation/internal allocation: decentralised (themes 1 and 2)	10.9	10.9	10.9	10.8	10.9	10.9	
central (themes 2 and 5)			3.6	3.6	3.7	4.7	
Total realisation/internal allocation	10.9	10.9	14.5	14.4	14.6	15.6	80.9
Shift effects per year	5.0	3.6	2.4	-0.8	-2.0	-3.9	4.3

This overview shows that over this period, the university of applied sciences deploys € 4.2 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 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.

9.3 Current Developments and Outlook

The start of 2024 also marks the end of the scope of the Sector Agreement, which provides for the deployment of the study advance funds for the period up to 2024.

From 2025, the funds will (probably) be allocated structurally as lump-sum funding in an amount equal to the quality funding for 2024. The funds continue to be intended for the quality of education, with the involvement of the participation bodies.

The further elaboration of the new provisions in regulations applicable from 2025 is still in progress. In 2024, it will be internally translated into new agreements and principles.

The expected final evaluation of the quality agreements after 2024 will be carried out by the NVAO (Accreditation Organisation of the Netherlands and Flanders) based on the Annual Report and the reflections of the participation bodies. The process for this has not yet been formally established.

Accountability for Quality Agreements 2023

9.4 Conclusion Process for Quality Agreements 2023

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 2023 plan year. These were then adopted by the Executive Board and presented combined for information to the General Council and approved by the Supervisory Board.

9.5 Accountability for Quality Agreements 2023

In 2023, € 16.6 million in quality funding was received from the government contribution.

From the internal allocation, in 2023 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 2022 being carried forward - underutilisation for the honours programme, the student budget and the budget remaining for improvement of the study environment (together € 335,000 of which € 200,000 is allocated to 2023 and € 135,000 to 2024) - a total of € 15.1 million was available as deployable study advance funds for the year 2023.

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 137 FTEs of teaching and educational support staff deployment within faculties and services in 2023, which involved an amount for employee expenses of € 13.7 million. In addition, we have made € 0.9 million in budget available for other expenses.

In sections 9.4.1 et seq. we have specified the use of these funds for the three chosen themes by main activities for each faculty and service, indicating the FTE and monetary commitment.

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

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

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

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

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

	More intensive and small-scale education (Education, Culture and Science theme 1) amounts * 1,000 euros	FTE deployment	employee expenses	other expenses	total
BFM	Within the Faculty of Business, Finance and Marketing (BFM), the focus in the use of study advance funds (SAF) for this theme was on: Intensified focus on networking in education (in Finance & Control and practical learning in Accountancy) and deepening in the practical learning components in years 3 and 4 of Entrepreneurship & Retail Management. Intensive support on intercultural and international skills in the (eight) integrated semester projects of International Business.	7.4	707	6	713
PMLS	The Faculty of Public Management, Law and Safety (PMLS) used SAF for this theme to enable: Activating working methods and digital teaching tools for the Integrated Safety Management, Higher Professional Education - Law and Public Administration/Government Management/International Public Management degree programmes (using blended learning). Smaller classes in tutorials (Integrated Safety Management), mentoring groups (International Public Management) and working groups (International and European Law). Promoting active study behaviour (Integrated Safety Management) and cumulative testing (Higher Professional Education - Law).	4.4	408	-	408
HNS	The Faculty of Health, Nutrition and Sport (HNS) used SAF for this theme to inter alia enable: Collaborative learning: intensive education with two lecturers for two classes in years 1, 2 and 3 (instead of lectures): thematic education, practice-oriented education, room for dialogue (Nutrition & Dietetics). Integration of research assignments from professional fields/research groups into the curriculum through practice-based work in living labs with small groups of students with intensive support from lecturers and the research group (Sports Science). With the arrival of the new skills classrooms: the reorganisation of skills education. This means a maximum of 12 students are taught at the same time. In addition, through the use of extra support and deployment of student assistants, there is the possibility of practising in groups of three students (Higher Professional Education - Nursing). Intensifying networking skills and soft skills in training courses in the curriculum. Group size changes from 24 to 12 students (Sports Science, International Sports Management). Contact of individual students and/or lecturers with alumni and professional field with patients, simulation patients, external experts and professional field committee members (Skin Therapy). Light and laser training in the new curriculum, where students are taught in very small groups of about six students by lecturers and professionals in the field (Skin Therapy).	5.8	626	-	626
ITD	The Faculty of IT and Design (ITD) used SAF for this theme inter alia to make the following possible: Additional support/growth in number of SEN (Special Educational Needs) students (Higher Professional Education - ICT). A broader lecturer-student ratio related to the primary process (Communication & Multimedia Design/Higher Professional Education - ICT). Further development of didactics of semester programmes (Higher Professional Education - ICT).	7.4	681	3	684
M&O	The Faculty of Management and Organisation (M&O) used SAF for this theme mainly for: Reducing class sizes on the Public Administration, European Studies, Facility Management and HRM programmes, creating an amount of eighteen additional classes across all years of study. Around 70 percent of the total SAF available are used for this purpose (12.8 FTE of deployment).	11.0	1,074	-	1,074
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 lecturer-student contact by providing training to halved classes in year 1 and 2. Elective training courses in year 3 are taught in groups of up to 15 students (Education Studies).	5.1	477	-	477
TIS	The Faculty of Technology, Innovation and Society (TIS) used SAF for this theme to enable: Systematically working on learning tasks in small groups and in semester 4, introducing small-group assignments within the Mechanical Engineering curriculum. Extra deployment of student-assistants alongside lecturers, allowing lecturers to focus more on talent development in students (Process & Food Technology, Engineering Physics, 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 lecturers for better workload distribution among lecturers (Civil Engineering). Deployment of additional lecturers enabling the expansion of a flexible shell for additional coaching in the practical line (Industrial Engineering and Management). Additional support for education development (multimedia expertise/desktop publisher) (Industrial Engineering and Management).	12.5	1,190	143	1,333
	Total deployment of SAF for theme 1:	53.6 FTE	5,163	152 euro	5,315

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

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

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

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

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

	More and better support for students (Education Culture and Science theme 2) amounts * 1,000 euros	FTE deployment	employee expenses	other expenses	total
BFM	Within the Faculty of Business, Finance and Marketing (BFM), SAF for this theme were mainly used as follows: For good and intensive student support (the degree programmes in Accountancy, Finance & Control, Commercial Economics, Entrepreneurship & Retail Management) by developing interventions, coaching, individual study progress, a learning guideline for personal leadership and intensified study career support.	9.2	881	8	889
PMLS	The Faculty of Public Management, Law and Safety (PMLS) used SAF 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 for students (Higher Professional Education - Law and Integral Safety Studies). Tutoring, internship support and study coaching (International and European Law, Safety & Security Management Studies, International Public Management).	11.9	1,109	-	1,109
HNS	The Faculty of Health, Nutrition and Sport (HNS) used SAF for this theme to inter alia enable: Integrating personal and professional development into the curriculum: In 'Leren op Maat' (Customised) Learning, 30 minutes extra for personal support of students (Nutrition & Dietetics). A trained coach for each individual student (HALO and International Sport Management). 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). 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 lecturers on what is needed for each student of the Man and Technology/Human Kinetic Technology programmes. Individual and joint responsibility of the teaching team with regard to signalling and student support. Long-Time Students Task Force in which there is more consultation between lecturers on what is needed for each student of the Man and Technology/Human Kinetic Technology programmes. Study career coaches and lecturers discuss students' study progress and well-being with each other during consultations at scheduled times in order to improve monitoring and support of students (Skin Therapy). Professionalisation of study career coaches (The Hague Teaching & Learning Centre) and coach for students exceeding the term set for their studies (Skin Therapy).	12.0	1,244	-	1,244
ITD	The Faculty of IT and Design (ITD) used SAF for this theme inter alia to make the following possible: Young Professional & Personal Development fourth year (Communication & Multimedia Design). Additional deployment of graduation support (Higher Professional Education - ICT). Further development of didactics of semester programmes (Higher Professional Education - ICT). Language development (Higher Professional Education - ICT).	7.2	578	40	618
M&O	The Faculty of Management and Organisation (M&O) used SAF for this theme mainly for: 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). Extra pre-enrolment support for students in the project 'Welkom!' ('Welcome!') and crash course for subjects with a high failure rate (Communication). Coaching graduation projects, fellowships to support students with a delay in their studies, personal career support in AD programme, workplace learning of part-time programmes (Facility Management). At faculty level, the deployment of a coordinator for students exceeding the term set for their studies and the provision of extra support to Antillean students.	6.4	620	-	620

SWE	The Faculty of Social Work and Education (SWE) used SAF for this theme for: Further development and implementation of various educational activities focused on professional dilemmas and students' personal development in attitude and behaviour. The output requires intensive and small-scale personal support (Social Work and PABO). 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).	4.5	477	-	477
TIS	The Faculty of Technology, Innovation and Society (TIS) used SAF for this theme to enable: Extra support and coaching for work-study students taking the subject of work-based learning; extra deployment of student assistants for better support in projects; more hours deployed by study career counsellors and therefore more individual support (Electrical Engineering, Mechatronics). Better support 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. 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)). Context-driven educational development, in which students from different disciplines work together and receive intensive support (Architecture and Construction Engineering, Civil Engineering, Spatial Development (SD)).	7.5	658	-	658
THUAS	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: Promotion of student wellbeing and commitment to the university of applied sciences by offering preventive and supportive activities and professional personal assistance. An additional range of development courses on offer for students who want to develop and set themselves apart during their studies. 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.	8.0	698	258	956
	Total commitment of SAF for theme 2:	66.7 FTE	6,265	306 euro	6,571

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

Resources for this theme are funded 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;
- the improvement of the digital learning environment infrastructure.

The following activities have been planned for this service with respect to this theme (selection of key initiatives from the plans):

	Appropriate and good educational facilities (Education, Culture and Science theme 5) amounts * 1,000 euros	FTE deployment	employee expenses	other expenses	total
THUAS	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: 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. 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 lecturers and students for their optimal use and exploitation thereof, including in blended learning and digital testing.	16.7	2,300	415	2,715
	Total deployment of SAF for theme 5:	16.7 FTE	2,300	415 euro	2,715

9.6 Depletion and Carryforward of Study Advance Funds in 2023

As in previous years, specific underspending can also be observed for the 2023 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, an underspending of € 529,000 (about 35 percent) was reported on the budgeted use of central study advance funds of € 1.5 million. This underspending is - broadly speaking - a result of:

- the underspending on the provision for the student budget;
- lower deployment of the coordinator and students to draw attention to wellbeing and promote the support available;
- not implementing the proposed Single Point of Contact (SPOC) project.

This brings the realised spending on the study advance funds in 2023 to € 14.6 million; which is € 0.5 million lower than budgeted.

During the year under review, the aforementioned underspending was reported to the (representation of the) General Council, while a dialogue on alternative spending took place.

- It was agreed with the participation bodies to use the underspending caused by the non-implementation of the SPOC project and the lower deployment of the coordinator and students for 2024 for projects categorised under the pillars of the wellbeing policy (totalling € 350,000).
- Together with the underspending of the student budget (€ 179,000), this will be reserved via the result appropriation for study advance funds expenditure in 2024.

9.7 Considerations on the Realisation of Objectives Under the Quality Agreements

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

In this paragraph, we describe the progress of the realisation of the quality agreements up to 2023 on the main lines of our chosen themes. A more in-depth consideration on the deployment of resources is described in Paragraph 9.8.

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

Smaller class sizes	
At university level, 76 FTE, 65 FTE, 58 FTE, 57 FTE and 54 FTE have been deployed using these funds from 2019 to 2023, respectively. This served to achieve a structural, sustainable improvement in smaller class sizes, which is a crucial factor for good education. This has made it possible to further intensify contact between lecturers and students and create more space for interaction and personal attention. All faculties deploy a substantial part of their student advance funds to improve the lecturer-student ratio. This has resulted in a reduction of class sizes in the range of 5 to 8 percent. The corresponding so-called lecturer-student ratio for 2023 amounted to 1 lecturer for every 22 students.	Realised; also refer to the considerations in Section 8.7
Curriculum innovation, activating working methods and blended learning	
Part of the study advance funds have been and will be used to make the focal points in the curriculum more prominent, such as networking ability, international and intercultural development and blended learning. The curriculum overhaul for the propaedeutic phase of the full-time bachelor's degree programmes has been achieved. For the main phase, this is still in progress and will gradually start matching the Educational Vision newly developed in 2023. In 2023, many activities were undertaken from the Blended Learning Lab in encouraging and further developing blended learning within THUAS, both university-wide and aimed at specific target groups. This component is now also part of the Basic Didactic Competence Qualification. The further support for curriculum development is part of the establishment of a Centre for Teaching and Learning, where all activities will be brought together.	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 support	
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 receive support. From 2021, the resources offered using the central study advance funds have been expanded to include extra 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 graduates guide (first-year) students. For this, a buddy system was realised. 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 use central funds to e.g. strengthen the university-wide introduction at the various campuses, to strengthen of clubs and associations, and to expand the range of student sports and activities available, including in the weekends. A student community fund, within which students can propose projects to improve social cohesion, has been introduced but is still little used. Social cohesion is further strengthened by the use of 'Well-Bees' (students), a central initiative to promote the formation and support of communities.	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 workout 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, on the one hand in the form of more operational support (emergency hotline, expanding the front office and tutorials) and on the other hand in the form of an additional IT project budget for educational support. In 2023, this budget has been used for the successful implementation of Brightspace. With that, an important milestone was realised from the point of view of value for students and this target will be considered realised as of 2023.	Realised to a limited extent; in progress; also refer to the considerations in Section 8.7

9.8 Considerations on the Realisation of Quality Agreements and Earmarked NPO Funds

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

Considerations on decentralised study advance funds and NPO

- **Process of consent and advice is perceived as a predominantly administrative process; not a process about the quality of education**

The process of consent for the formation of plans, at progress interviews, at implementation and reflection and at year-end is generally perceived as an administrative process.

- **Little scope for adjustment**

Decentralised agreements at faculties provide is little or no room for adjustment of previously made (multi-year) agreements.

In fact, activities have to be terminated/reduced in some cases due to declining student numbers – a phenomenon occurring at a number of faculties.

At the faculties, the use of quality funds is almost entirely anchored in permanent appointments for lecturers, for which these funds were also intended at the time under themes 1 and 2 as also laid down in the corresponding multi-year plan.

That said, shifts in nuance may still occur where appropriate. For example, students within the Faculty of Management & Organisation have indicated that they want to use resources more for study career counselling than for study information 'before the gate'; this formed the basis for an adjustment.

Possibilities for reallocation are nevertheless mostly limited to reconsideration in the case of resources allocated to projects (e.g. for development purposes). For this reason, some faculties (e.g. the Faculty of Business, Finance & Marketing) do not put the entire planning process on the agenda because this planning has already been set in the multi-annual planning; they instead choose to put on the agenda those topics where there is still room for fine-tuning and where a dialogue is still opportune.

- **Few changes to decentralised plans and implementation for 2023**

Few changes to decentralised plans and implementation for 2023

For example: discussions were held with seven degree programme committees within the Faculty of Health, Nutrition & Sport.

Some adjustments were made based on the advice in only two of the eight programmes.

- **The quality of dialogue strongly depends on the size and quality of the dialogue participants**

The bulk of discussions on quality resources are held with degree programme committees. The quality of discussion with these committees depends heavily on the qualitative and quantitative staffing of these committees. Where this is in order, there is a qualitatively good conversation. Final consent for the plans is granted through the faculty councils, which rely heavily on the quality and judgment of the discussions in the degree programme committees.

Overall, the focus of the talks is on planned activities. Reflection on goal achievement is less prevalent.

It is noted that the topics of Quality Agreements and NPO funds have to be explained every year because of the frequent changes in the composition of the degree programme committees and the faculty councils (Faculty of Business, Finance & Marketing). This gives the discussion of this topic a highly formal and obligatory character, with insufficient perceived added value due to the largely fixed agreements on the use of funds (Faculty of Technology, Innovation & Society).

- **When it comes to the outlook of agreements to be made beyond the 2024 period, the lesson learned is that it is desirable to make agreements less detailed.**

When it comes to the outlook of agreements to be made beyond the 2024 period, the lesson learned is that it is desirable to make agreements less detailed. The preferred approach is to discuss a multi-year deployment plan for these funds in general terms: this provides clarity but also agility going forward.

In doing so, rethinking how we are going to involve participation bodies in in dialogue on the issue of education quality is recommended. It seems advisable then to again opt for the timeframe of plan formation (not too far ahead, but also not too short cyclically).

- **Targets are met, but not exclusively using study advance funds and NPO funds**

During the year under review, the General Council reflected on whether we are doing the right things with the funds available. The Council stressed that the funds were meant to improve the quality of education and questioned whether this goal was actually achieved.

Despite the intertwining of goals and activities, funds were assumed to have been used effectively in 2023.

It is noted that the activities undertaken supposedly contribute to the goals chosen, but that the multi-year plan approach and detailing thereof (detailed monitoring of activities and money as established in the past) is no longer adequate in a dynamic environment, but rather has a narrowing effect.

The dialogue as conducted from this system is therefore in need of recalibration.

It is noted that awareness on quality and the use of these funds is not increasing. Students perceive the improvements achieved with the use of these funds as being limited, precisely from their own limited timeframe (term of quality agreements already started in 2019).

It therefore remains difficult to label the issue of quality using these funds.

Use of central funds for quality agreements and NPO

- **Use of quality funds in part to compensate for loss of temporary NPO funds**

In reflecting on the funds for the central agreements (quality and NPO), the temporary financing for improving the support chain poses a risk for the future. Social safety and student wellbeing are and remain important and form part of the Strategic Plan.

- **Opting for structural spending rather than short-term initiatives**

Looking back, a plethora of activities were developed in connection with this component (from the Education, Knowledge & Communication Service) in 2023. It had been noted earlier that it would be preferable to select more large-scale projects and thus deploy funds in a more sustainable and structural way. Having to constantly work out re-spending proposals in sub-areas is complicating and ultimately results in less flexibility. Where the future use of study advance funds for F&IT purposes is concerned, the need for this reassessment also applies.

To ensure continuity, the funding for the support activities of the Education, Knowledge & Communication Service will be transferred to the funds for the quality agreements.

- **More dialogue with students and faculty/staff on activities undertaken**

The Education, Knowledge & Communication Service structurally questions students about the effectiveness of student wellbeing activities. From F&IT, the dialogue on the 'added value for the student' is missing, insofar it is not part of the discussion in the committees of the General Council and the governance department for the IT projects. It is advisable to hold this dialogue not only with students, but also with the MTs of the faculties, so that the alignment between decentralised and centralised activities can be strengthened.

Overall Picture of the Consideration of Quality Agreements and Earmarked NPO Funds

Funds contribute, impact measurement remains difficult, accountability burden dominates

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

As indicated at the start of the NPO, the effects of both funding types - 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

Recent years saw major 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), even though new initiatives were initiated in this area.

The independent considerations of the participation bodies is included as Appendix 8.

Chapter 10

Finances

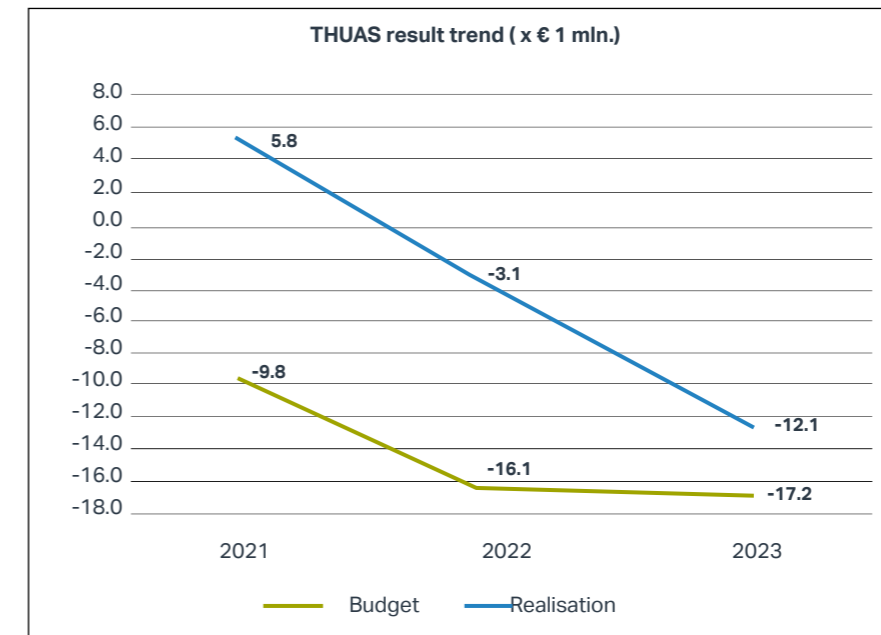


10.1 Financial Result and Financial Position

In the 2023 financial year, two developments particularly affected the financial result of the university: higher wages and prices and rising interest rates. Costs for both personnel and non-personnel charges increased sharply throughout 2023. The national increase for wages and materials led to higher indexations from suppliers, higher than in previous years. The outcome of the collective bargaining resulted in a wage increase of about 10 percent. THUAS was compensated for much of the cost increase. Vacancies remained difficult to fill in 2023, in IT in particular. External hiring was widely used for this, which is relatively more expensive.

The 2023 budget did not include revenue from interest income. This is because at the time the budget was prepared, interest rates were close to zero. Interest income of € 2.1 million was realised on bank and cash in 2023. Unspent NPO funds will remain available in 2024 and beyond for students who have fallen behind in their studies due to the pandemic. Also refer to the notes in Chapter 4. In 2023, 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 was used to fund and support education. In the paragraphs below, we explain the result compared to the 2023 budget.

Trend in results



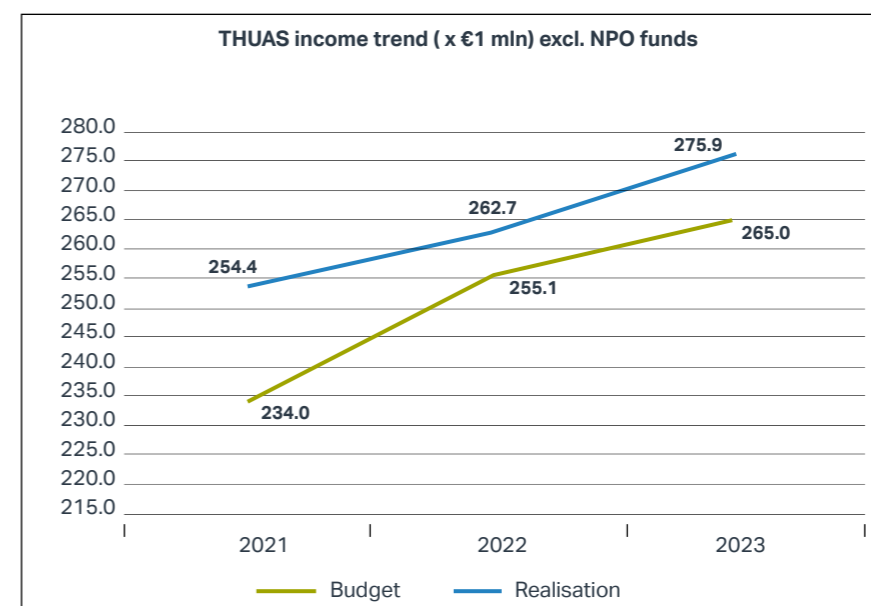
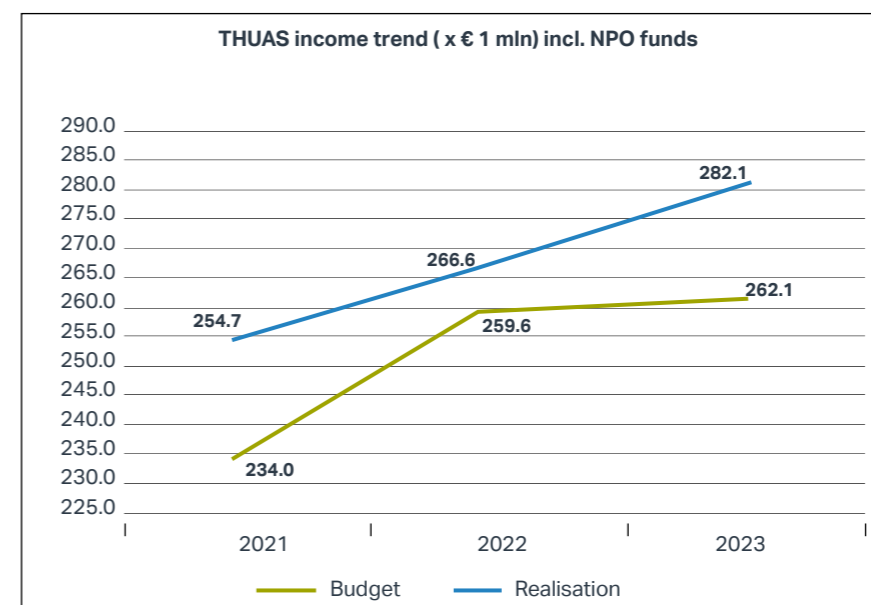
In the 2023 budget, the maximum permissible result was set at -/€ 17.2 million. In 2023, additional income amounted to € 17.9 million. In addition, € 14.8 million in higher expenses applied. The balance of interest revenue was € 2.0 million. The total result amounted to minus € 12.1 million. This is € 5.1 million higher than budgeted. This is mainly due to the fact that in the current labour market, it is difficult to fill vacancies. This led to projects and other activities being delayed or not yet being implemented. In addition, unbudgeted interest income had a positive impact on the result of around € 2.0 million.

Amounts x € 1 MM	Realisation 2022	Budget 2023	Realisation 2023
01. Government contribution	217.5	200.4	214.0
02. Other government contributions and grants	0.9	1.0	1.3
03. Tuition fees	35.7	51.3	51.2
04. Contract education	2.7	2.5	2.5
05. Contract research	3.9	3.1	4.5
06. Other income	5.6	3.8	6.5
Total	266.3	262.1	280.0
07. SS expenses	179.3	194.1	195.0
08. NSS expenses	20.4	13.5	26.1
09. Other employee expenses	10.2	10.3	10.6
10. Depreciation charges	17.6	18.8	18.3
11. Housing costs	15.0	13.8	15.5
12. Other institutional expenses	27.0	28.8	28.6
Total	269.5	279.3	294.1
13. Interest income	0.3	0.0	2.1
14. Interest expenses	0.1	0.0	0.1
Total	0.2	0.0	2.0
Total	-3.0	-17.2	-12.1

Trend in income

Amounts x € 1 MM	Realisation 2022	Budget 2023	Realisation 2023
01. Government contribution	217.5	200.4	214.0
02. Other government contributions and grants	0.9	1.0	1.3
03. Tuition fees	35.7	51.3	51.2
04. Contract education	2.7	2.5	2.5
05. Contract research	3.9	3.1	4.5
06. Other income	5.6	3.8	6.5
Total	266.3	262.1	280.0

Compared to 2022, income rose by € 13.7 million in 2023 to a level of € 280 million (€ 266.3 million in 2022). Compared to the budget, income rose by € 17.9 million. The income trend over the past three years is shown below. To make an accurate comparison with previous years, the trend is shown both including and excluding NPO funds.



The government contribution for 2023 was € 13.7 million higher than our budget assumption. The government contribution was € 11.5 million higher for wage and price compensation and € 1.2 million higher due to additional allocations for knowledge safety, cyber resilience and social safety. Furthermore, we received € 0.7 million more in grants from the Ministry of Education, Culture and Science, that fall under the government contribution.

Income for other government contributions and grants was € 0.3 million higher than budgeted.

Tuition fees are € 0.2 million lower than budgeted due to student numbers being lower than budgeted in the 2023-2024 academic year.

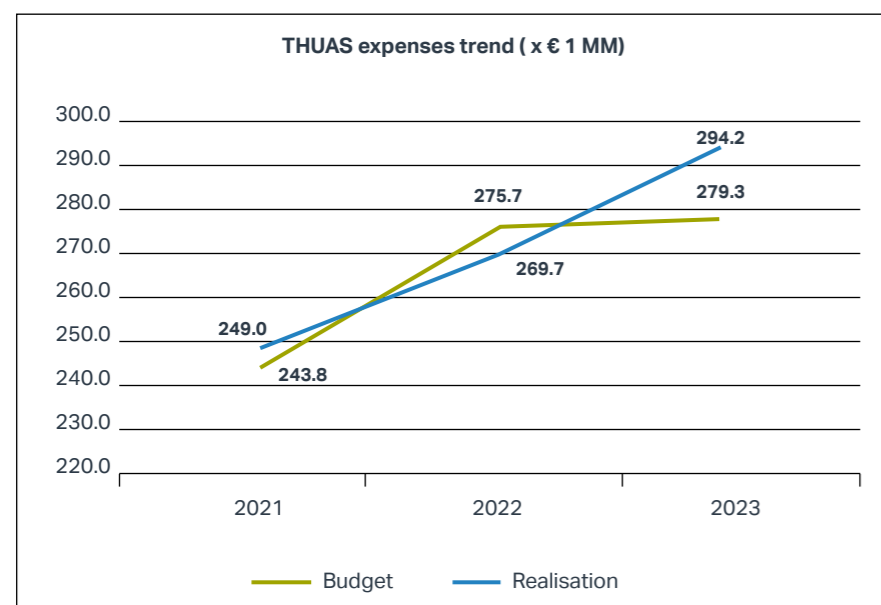
The turnover realised from contract education was € 0.1 million lower than budgeted. This was a result of private study programmes that could not be started or had fewer enrolments.

In 2023, income for contract research was € 1.5 million higher than budgeted. Within education and research, more grant projects took place than budgeted.

With respect to other income, € 2.7 million more was realised than budgeted. The main particulars were higher income from course and student contributions (€ 1.1 m) the catering lease payment (€ 0.4 m), the reimbursement of the renovation investment (€ 0.2 m) and other income (€ 1.0 m).

Development of expenses

Compared to the 2023 budget, 2023 saw an increase in expenses of € 14.9 million (including interest expenses), to a level of € 294.2 million (€ 269.7 million in 2022). We explain the trend in expenses below, by category.



Amounts x € 1 MM	Realisation 2022	Budget 2023	Realisation 2023
07. SS expenses	179.3	194.1	195.0
08. NSS expenses	20.4	13.5	26.1
09. Other employee expenses	10.2	10.3	10.6
10. Depreciation charges	17.6	18.8	18.3
11. Housing costs	15.0	13.8	15.5
12. Other institutional expenses	27.0	28.8	28.6
Total	269.5	279.3	294.1

Employee expenses

Total employee expenses (NSS, SS and other) amounted to € 231.7 million in 2023, € 13.9 million above budget level (€ 217.9 million) and € 21.8 million higher than in 2022 (€ 209.9 million).

Amounts x € 1 MM	Realisation 2022	Budget 2023	Realisation 2023
4.1.1.1. Wages permanent TS	179.3	194.1	195.0
4.1.2.1. Change in employee provision	0.6	0.5	-0.1
4.1.2.2. Non-salaried staff	20.4	13.5	26.1
4.1.2.3. Other employee expenses	8.7	6.3	9.9
4.1.2.5. Employee expertise promotion	2.2	4.2	2.5
4.1.3.1. Disbursements	-1.3	-0.7	-1.7
Total	209.9	217.9	231.7

In the financial year, salaried staff (SS) expenses were € 0.9 million higher than budgeted. The higher costs were a result of the collective bargaining agreement increase in 2023. The inability to fill vacancies (in both faculties and departments) limited the cost increase for the non-salaried staff (NSS).

In 2023, the realised costs for non-salaried staff were € 12.6 million higher than budgeted. This was largely a result of a shift from salaried staff to non-salaried staff in connection with having to fill long-term open vacancies with non-salaried staff.

The balance of withdrawals and allocations to staff provisions amounted to € 0.1 million in the year under review. This was € 0.6 million lower than budgeted and € 0.7 million lower than in 2022. The redundancy pay provision (€ 0.2 million) and the provision for long-term sickness (€ 0.3 million) and the provision for working-time reduction for seniors (€ 0.4 million) have increased in size as the expected number of participants increased. The sustainable employability provision decreased € 1.0 million in size. In 2023, other staff expenses were € 3.7 million higher than budgeted. This was largely caused by overspending on staff advertisements (€ 0.5 million) and by an increase in commuting expenses, partly due to the introduction of the sustainable travel scheme (€ 0.8 million).

Depreciation charges

Depreciation in 2023, with a realisation of € 18.3 million, was € 0.6 million lower than budgeted. In 2023, depreciation charges for buildings and (long-term) maintenance were € 0.3 million below budget. Depreciation charges on plant and equipment were € 0.3 million below budget. This was largely caused by lagging IT investments.

Housing costs

Housing costs amounted to € 15.5 million in the year under review. Housing costs increased by € 0.5 million in 2023 compared to 2022 and by € 1.6 million compared to the budget. Most of the excess was the direct result of indexations for rental, cleaning and security costs. It also took into account a fall in energy prices during 2023. Although prices fell, this had only a limited effect on expenditure in 2023.

Other institutional expenses

In 2023, other institutional expenses amounted to € 28.6 million. In the reporting year, other institutional expenses were € 1.6 million higher than in 2022 (€ 27.0 million) and € 0.2 million lower than budgeted (€ 28.8 million). Outliers were the inventory and equipment categories, including the costs of hardware, software, licences and the purchase of small equipment (€ 0.7 million), student facilities (€ 0.6 million) and travel and accommodation expenses (€ 0.3 million).

10.2 Financial Position and Treasury

Balance sheet

Amounts x € 1 MM	2023*	2022	2021
Non-current assets			
1.1 Property, plant and equipment	0.0	0.0	0.0
1.2 Property, plant and equipment	136.9	139.4	142.8
Total non-current assets	136.9	139.4	142.8
Current assets			
1.5 Accounts receivable	10.6	9.7	8.0
1.7 Bank and cash	53.9	66.1	52.2
Total current assets	64.5	75.8	60.2
Total assets	201.4	215.2	203.0
Liabilities			
2.1 Equity	103.9	116.0	119.0
2.3 Provisions	13.8	13.6	12.6
2.4 Non-current liabilities	15.7	17.1	18.6
2.5 Current liabilities	68.0	68.5	52.8
Total liabilities	201.4	215.2	203.0

* Subject to any adjustment following the audit of the 2023 annual figures

Notes to the balance sheet items:

- Property, plant and equipment decreased by € 2.5 million. This was due to depreciation charges (€ 18.3 million) exceeding investments (€ 15.8 million).
- Bank and cash decreased by € 12.2 million. Largely due to higher staff costs and other institutional costs.
- Equity decreased by € 12.1 million due to the realised operating result of -€ 12.1 million.
- Provisions increased by an amount of € 0.2 million. This was due to an increase in the provision for redundancy pay, the working time reduction for seniors and the provision for the maintenance of Sportcampus Zuiderpark. This was offset by the decrease in the sustainable employability provision.
- The decrease in non-current liabilities (€ 1.4 million) related to the 2023 annual repayment (€ 1.4 million) of the treasury loan.

Signalling value potentially excessive public equity

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

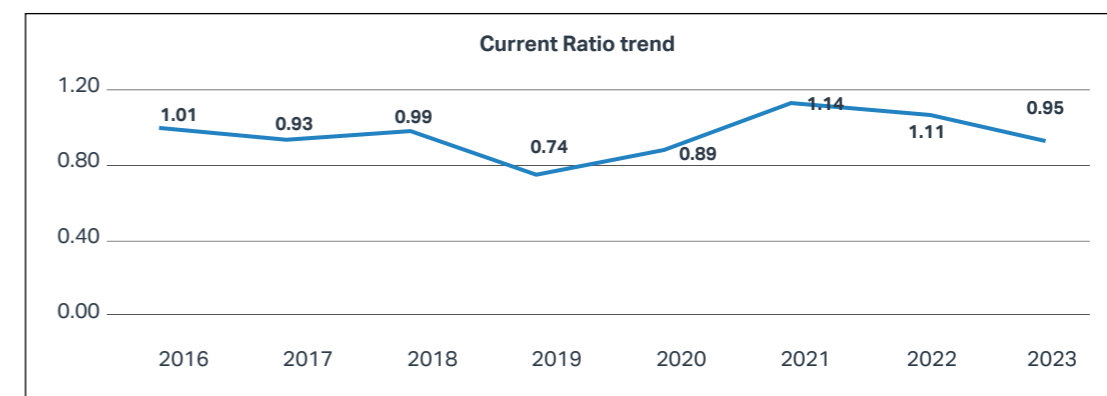
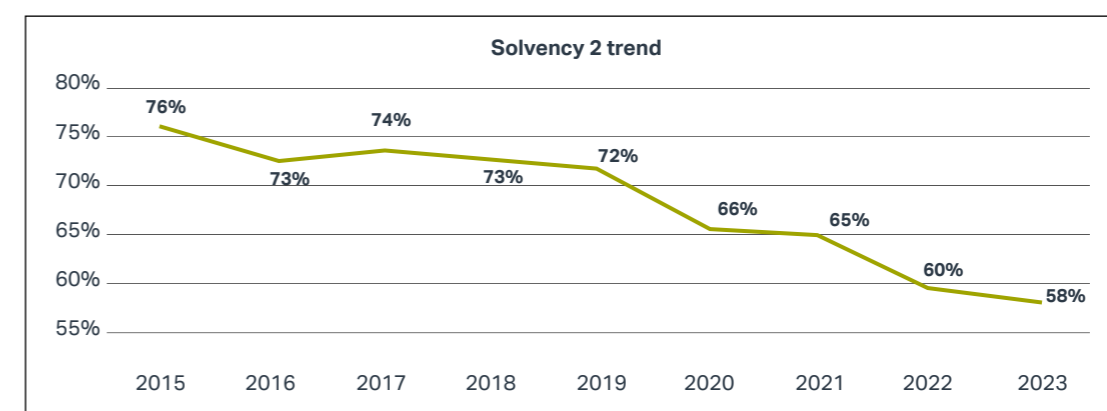
From the 2020 reporting year, the management must account for the level of their public equity in the Annual Report using the signalling value. Based on the data from the 2023 Financial Statements, the assets of The Hague University of Applied Sciences remain below this signalling threshold:

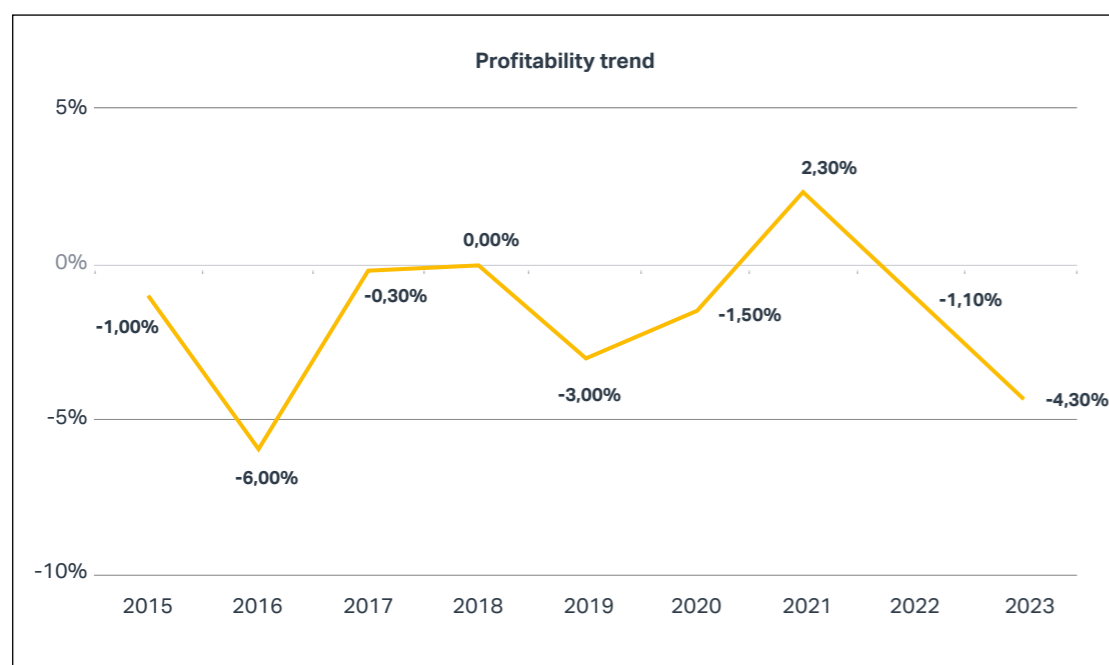
signalling value 2023: € 209.3 million

- public equity 2023: € 105.0 million
- public equity ratio: 0.50.

Financial ratios

At the end of 2023, the solvency position of the university is 58.4 percent, which is above the 30 percent signalling value set by Ministry of Education, Culture and Science. The current ratio is 0.95. The ratio is well above the signalling limit (0.5) set by the Ministry and the value budgeted for 2023 (0.78). Profitability is -4.3 percent compared to a budgeted profitability of -6.6 percent. This results from the more positive result compared to the budget.





Treasury policy

The Hague University of Applied Sciences has laid down its funding and investment policy in the treasury statute in accordance with the 'Regeling beleggen, lenen en derivaten' (Regulation on Investment, Borrowing and Derivatives, Ministry of Education, Culture and Science, 2016). The treasury policy is aimed at obtaining a market-based return on the use of funds within the 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 imply a treasury policy aimed at effective risk management. The Hague University of Applied Sciences does not seek to gain profit through its treasury activities.

Since 2017, the university has been using treasury banking. In doing so, THUAS has access to a standby current account credit facility of € 14 million. No use was made this facility in 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 million, was disbursed in November 2020. The second and final tranche of € 8 million was disbursed in October 2021.

From 2022, this loan will be paid off annually. We recorded the instalment amount in 2023 as current liability on the balance sheet at year-end 2022. We deducted that amount from non-current liabilities (€ 1.4 million).

In December 2022, the university effected a six-month deposit of an amount of € 43 million. In doing so, the university lent money to the treasury in order to receive interest. This resulted in € 0.5 MM of interest income for The Hague University of Applied Sciences in 2023.

10.3 Investments and Operations

In 2023, the university invested € 15.8 million in property, plant and equipment. Budgeted was € 21.8 million. Most of this was invested in housing (€ 10.7 million). The final phase of the Housing Master Plan was realised in 2023. Quality investments include network improvements, acoustic improvements in lecture halls and sanitary improvements. In addition, in 2023 THUAS invested € 3.4 million in IT, € 1.0 million in furniture and inventory and € 0.5 million in classrooms for practicals.

Amounts x € 1,000,000	Realisation 2023	Budget 2023	Realisation 2022
Information Technology	3.4	3.5	1.8
Facilities services	1.0	1.3	1.2
Housing:			
<i>Replacement investments</i>	5.8	7.1	3.5
<i>Quality investments</i>	0.8	2.7	1.4
<i>Master plan</i>	4.2	3.1	5.4
<i>Guide 2.0</i>	0.1	3.8	-
<i>Sports hall</i>	-0.2	-	0.1
Practice rooms	0.4	1.3	0.8
Practice rooms Delft	0.1	-	0.1
Other	0.2	0.9	0.3
Total investments	15.8	23.7	14.6



Housing Master Plan (part of Guide 1.0)

The starting point of The Hague University of Applied Sciences' 1988 Strategic Housing Plan was part of the reason for the concentration of The Hague University of Applied Sciences' educational range at Johanna Westerdijkplein. In 2012, interdisciplinary cooperation between degree programmes became topical again. Combined with developments such as redesigning the organisational structure, different spatial requirements, new quality requirements and future changes, there was reason to outline a renewed perspective for property and housing of The Hague University of Applied Sciences for the period 2012 to 2022. The (then) Facilities Services of The Hague University of Applied Sciences indicated in 2012 that it would draw up housing plans as a continuation of the housing vision. This resulted in Guide 1.0 and its companion piece 'Modules'. The strategic policy of The Hague University of Applied Sciences was translated into goals and results for property and housing development. The aim was to increase the quality and predictability of housing supply, improve efficiency and avoid ad hoc solutions. During last decade, a lot of hard work went into the further elaboration and realisation of Guide 1.0 and its modules. Among which the most characteristic module is the 'Huisvestingsconcept', i.e. the 'Masterplan Huisvesting' (Housing Concept, i.e. the Housing Master Plan, the MPHV). In autumn 2023, the 10-year € 35 million programme was completed. All set goals related to the plan have been achieved.

Huisvesting Gids 2.0 (Housing Guide 2.0)

Drafted in 2012, the Guide and its modules are due for recalibration after ten years. The strategic policy of The Hague University of Applied Sciences - as laid down in the Strategic Plan, among others - has been translated into clear goals and results for the development of its property and housing for the 2024-2033 period. The aim is to increase the quality and predictability of housing supply, improve efficiency and avoid ad hoc solutions.

Guide 2.0 targets all locations of The Hague University of Applied Sciences. The plan provides The Hague University of Applied Sciences with direction and an instrument to respond self-confidently to opportunities in the area of housing. It provides The Hague University of Applied Sciences with greater control and enables it to increase the efficiency of its housing operations, in particular the Finance & IT Service and the Operations & Control Service. The Strategic Plan 'Onderzoekend leren met impact' (Inquiry-Based Learning with Impact) underpins this Multi-year Strategic Housing Plan. Where the Strategic Plan focuses on the Educational Vision for the next five years, Guide 2.0 provides a look ahead for housing over the next 10 years. By the end of 2023, the outlines of Guide 2.0 were mapped and described. These will be finalised in the first quarter of 2024.

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 2023 IT projects budget amounted to € 1.3 million for nine projects. A number of projects continued from 2022 into 2023, i.e. the replacement of Blackboard with Brightspace (Learning Management System), the phase-out and clean-up of Blackboard and CRM. This placed a heavy burden on project realisation. Several projects were completed in 2023: the 'Purchase-to-Pay' chain process, the implementation of LMS, the inflow and progress process improvement and the new external website that went fully live in the year under review. The Blackboard phase-out and clean-up project has been completed, but will have a short follow-up in 2024 for archiving Blackboard data. The 'Erasmus without Paper' (EWP) and digital testing projects will continue into 2024. In addition, a start has been made on the ERP project, under which the functional systems of HRM and Finance will be replaced during 2024-2025.

Improving IT and information provision

THUAS started the multi-year Future IT (FIT) programme in mid-2020. Its objectives are to achieve qualitative improvement in IT service delivery and better control of associated risks. Until mid-2021, the focus was on strategic and tactical levels. By mid-2021, the 'Education and IT' vision was shaped together with faculties and services. In phase 2 of Future IT, which began in mid-2021 and which continued into academic year 2022-2023, we shifted the focus to making the vision concrete, increasing the execution strength of IT projects and implementing improved IT services.

As part of its multi-year Future IT programme, THUAS improved its infrastructure in areas such as continuity and cloud

setup. In doing so, we achieved the basic infrastructure required for migration to the cloud. This includes things like application authentication and API management. We also prepared for the migration from the local data centre to the cloud and carried out the first migrations. We also carried out several improvement projects for education, research and operations such as improving the Brightspace-Osiris chain and rationalising Identity management (CDS). For workplace services and data sharing, we drafted a policy. For digital testing, we expanded testing workstations at all campuses of THUAS. We also set up a digital testing platform (AVD platform) in the cloud.

10.4 Continuity Section - Multi-Year Budget

10.4.1. Introduction

In the continuity section, we outlined the expected development of THUAS' financial position in relation to:

- the Strategic Plan 'Onderzoekend leren met impact' (Inquiry-Based Learning with Impact);
- the focus from the university-wide policy agenda;
- the investment agenda in education and research.

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

10.4.2 Strategic Plan 2023-2028

A new Strategic Plan was adopted at the end of 2022 under the title 'Onderzoekend leren met impact' (Inquiry-Based Learning with Impact). That plan picks up where the previous plan left off: the profiling achieved on world citizenship, internationalisation and network university has been further developed into five strategic themes, within which quality of education and research remains central alongside four new themes as shown below:



In 2023, the new Strategic Plan was not leading for the university-wide agenda: for this, the Multi-Year Implementation Agenda was still required, which was drawn up in 2023.

10.4.3 Focus from the university-wide agenda 2024

Derived from the five themes and ambitions, we established thirteen university-wide policy priorities, which then form the guideline for the annual plans and activities of faculties, centres of expertise and services.

This is what we're working on: overview of thirteen policy priorities

<p>Quality of education and research</p> <ol style="list-style-type: none"> 1. optimisation of student support; 2. improving facilities aimed at students; 3. realisation of Educational Vision 4. further development of the education quality system; 5. implementing strategic research agenda; 	<p>Co-creation with the work field</p> <ol style="list-style-type: none"> 6. research capacity on the themes of digitisation, equity and sustainability; 7. developing a portfolio strategy for the range of programmes offered.
<p>Contributing to a sustainable and just world</p> <ol style="list-style-type: none"> 8. start implementation of the Sustainability Action Plan; 	<p>An inclusive community</p> <ol style="list-style-type: none"> 9. intensifying implementation of policies for an inclusive university of applied sciences;
<p>Professional organisation</p> <ol style="list-style-type: none"> 10. basics of organising support in place; 11. further development of Osiris and functional management; 12. implementing the integrated approach to wellbeing and workload for employees; 13. continuing to develop a learning organisation into a new leadership vision with professionalisation of employees. 	

With this, THUAS is expected to make a further step in 'alignment' and we focus and work towards the same goals across the university.

10.4.4 Challenging context calls for agility

There is a challenging agenda for the coming years, in which we continue to work both on the introduction and initial realisation of the new Educational Vision and on 'basis op orde' (Basics in Order; the future IT plan and the organisation of support).

Inflow of new students under pressure

The inflow of new students is under pressure. This is partly due to the initiated government policy to reduce the inflow of international students. The government wants this because of the supposed pressure on educational quality, on housing and on the accessibility of English-language education for Dutch students. When adding this to the declining inflow of Dutch students and with the still high dropout rate (post-COVID related or not), a picture emerges in which we have to take into account a further decline in student numbers. Whereas THUAS showed fairly stable student numbers (between 25,000 and 26,000) before the pandemic, we now assume a drop to a level of 23,000 to 24,000 students in the base scenario of the multi-year budget.

Negative consequences for our finances

This has direct financial consequences: contributions from government funding and tuition fees will decrease. This is our main source of income, which will show strong effects from 2025 onwards from the t-2 funding system. The disappearance of the temporary funds under NPO (already noticeable from 2024) also contributes to this phenomenon. For the year 2024, we have sufficient financial room: The Hague University of Applied Sciences allows a negative result of € 17 million in 2024, of which € 8 million will be charged to the general reserve and the remainder to the earmarked reserves.

Agility required: time for change

This completes the 2024 budget without too many bottlenecks. But with a view to future financial scarcity, the extra resources we have available now can also be regarded as a final year in which we will be able to make extra investments in the realisation of the Strategic Plan. For the years after 2025, this will only be possible if we manage to make savings in our regular operations in education, research and support.

For this reason, the organisation of support is a major policy priority within the theme of 'professional organisation'. In part based on external advice, we will need to gain further insight into activities that we need to save money on in the coming years. Where education is already anticipating these savings in the form of lecturer deployment, this remains to be explored further for support (both central and decentralised). So here lies an important task for THUAS. We will decide on the details thereof during the first half of 2024.

Agility is one of the fundamental principles of the new Strategic Plan. THUAS will also have to deploy its agility in the coming years.

10.4.5 Expected development of student numbers

Thinking in scenarios and ranges

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 results in a 'base case'. We consider this to be the most likely basis for future financial development.

The starting point for this projection is the enrolments as of 1 October 2023. As of this date, 24,149 students were enrolled which is 1,183 fewer than as at 1 October 2022; this is mainly a result of lower inflow and higher dropout.

The following outlines the key assumptions underpinning the multi-year estimate of student numbers.

Intake

In the baseline scenario, for inflow, we now assume zero growth of applications of Dutch students for the existing degree programmes. This premise follows the now visible (multi-year) trend of application rates for our existing degree programmes disappointing. We assume that maintaining the current inflow level on existing degree programmes can be considered quite a task. For now, based on demographic trends, we expect that the absolute supply of students for the situation at THUAS (and the Randstad area) will remain at the same level; nationally, a declining student supply is expected from 2024 onwards.

We expect additional inflow from new degree programmes to be started, in line with the tasks from the business cases drawn up. The picture is that until now, inflow is in line with expectations.

In conclusion, we have now assumed that there will be no further growth from the inflow of international students. Inflows for 2023 remained fairly level. For subsequent years, the previous inflow level (1,250 students per year = retention) has been maintained. No growth ambition is foreseen on this student group. International inflow remains a category of students with great uncertainties in terms of development. The base scenario now assumes a total annual new inflow approximating 6,800 students in the coming years. The structurally higher inflow seen before the pandemic (more than 7,000 new students) can no longer be considered realistic.

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

For the years 2022 and 2023, there was an increased dropout rate of second- and third-year students due to the cancellation of provisional study advice in the years 2020 and 2021 and its reintroduction in the 2022-2023 academic year. The current figures of October 2023 show how this increased dropout rate in 2023 was again higher than estimated. The projection now assumes that with this, the effects of the pandemic on the dropout rate (lower in the years 2020 and 2021, and higher in the years 2022 and 2023) have more or less plateaued from this year onwards. We expect a return to historical dropout rates (51 percent).

We furthermore assume that the group of multi-year students experience a slight study delay. We expect an increase in the number of fifth-year students and students studying at the university of applied sciences for even longer (the students exceeding the term set for their studies), perhaps partly due to the slightly higher throughput of students who have met the requirements for the binding study advice.



The expected study delay has a negative impact on the expected graduation rate for the coming years. From 2022, graduation rates have fallen, while a recovery of this rate also appears to have begun. However, this has not eliminated the risk of study delays and exceeding the term set for studies due to suspended advice.

Thus, we must still conservatively estimate the forecast for student numbers on graduation rates even for the years 2024 and 2025. After that, we expect the graduation rate to return to historical levels of around 26 percent. Incidentally, accurately predicting the long-term effects and pace of recovery on this item is difficult. A caveat is appropriate here.

Funded enrolments and market share

The percentage of external funding (the number of students for which government funding is obtained) is also difficult to predict. 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 exceeding the term set for their studies. The current picture shows further deterioration (from 68 percent to 67.3 percent). For now, we expect a limited recovery from 2026, again below pre-pandemic values. The financial impact of this lower funding rate can be calculated at € 6 million per year.

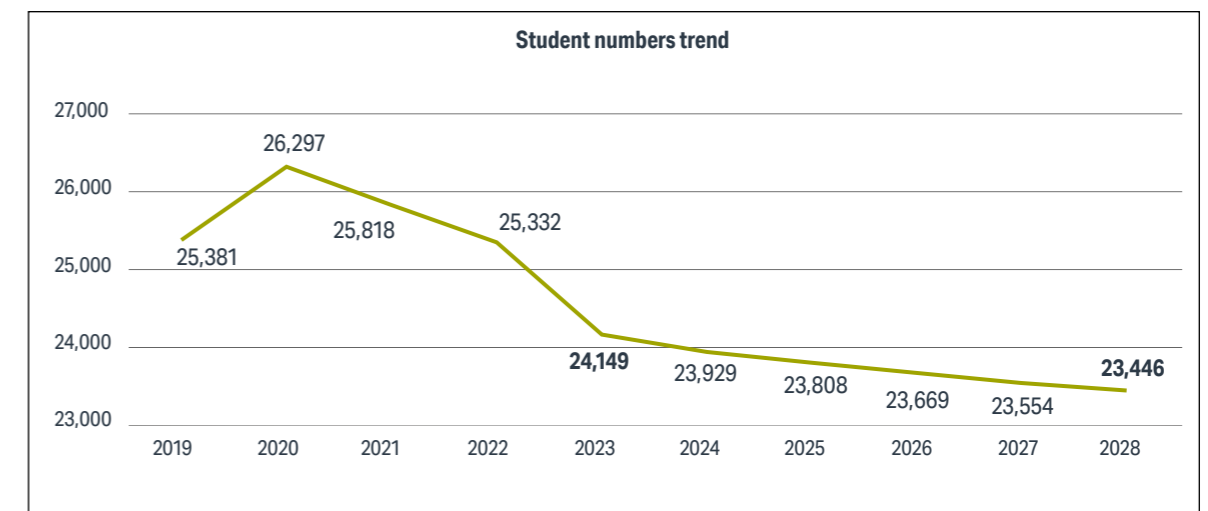
Based on the total numbers of funded students and certificates as of 1 October 2023, converted to weighted numbers (i.e. this is not just about inflow, but about the total number of students), the THUAS market share has developed from 4.84 percent (as of 1 October 2022) to around 4.79 percent (provisional figures as of 1 October 2023).

10.4.6 Multi-year implications

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

- At most, the inflow will consolidate at the level of 2022 inflow; a recovery to the higher pre-pandemic inflow (7,000 plus) is no longer considered realistic.
- Starting in 2024, dropout rates are returning to historical levels.
- Over the coming years, graduation rates will recover to the pre-pandemic level.
- We expect a further limited increased number of long-term students.

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



It is visible how the total number of registered students during COVID years 2020 through 2022 is higher, and gradually declines starting 2024 to an expected level of 23,500 students in 2028; a decline of approx. 1,800 students in six years, corresponding to shrinkage of approx. 7 per cent. In the multi-year budget, this is reflected in the development of income (the government contribution in particular).

10.4.7 Introduction multi-year budget

The multi-year budget has been prepared based on the 2024 budget. THUAS is steering towards being able to deploy the earmarked reserves, in order to increase the budget margin available from government funding and to maximise the use of tuition fees to fund and support education from the agenda outlined above.

This approach results in a budgeted overall result for 2024 of a negative amount of € 17.6 million, of which € 8.7 million will be charged to the earmarked reserves and € 8.9 million can be considered an allowable coverage deficit (the budget result) in line with the 2024 university of applied sciences budget.

For the years up to 2028, 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 reserve policy.

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.

Below, the assumptions underlying the multi-year budget will be explained in more detail. This multi-year budget - including the 2024 budget - has been approved by the Supervisory Board.

10.4.8 Principles multi-year budget

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

In Chapter 4 ('Nationaal Programma Onderwijs') we explained that the university has received additional funds from the NPO in the years 2021 and 2022. We will deploy these funds through 2024. This means that for these years we can calculate with a substantial increase 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 funds¹ in the amount of € 13 million, spread over the years 2021 to 2024.

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

The guiding principle we used 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.

We spent most of these funds in the years 2021 to 2023. The carryforward of these funds to 2024 - and reserved on the balance sheet - amounts to €1.9 million. These funds can only be spent in 2024.

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.

10.4.9 Multi-year budget

Multi-year forecast operating statement (in millions)						
	Realisation	Budget	MYB	MYB	MYB	MYB
	2023	2024	2025	2026	2027	2028
INCOME						
Government contribution	212.8	208.0	196.6	197.2	195.7	195.2
Government contribution grants	1.2	0.5	1.0	1.2	1.2	1.2
Other government contributions and grants	1.3	1.4	1.5	1.5	1.5	1.5
Tuition fees	51.2	55.5	61.0	60.7	60.4	60.1
Contract education	2.5	2.5	2.5	2.8	3.0	3.0
Contract research	4.5	2.7	4.5	4.8	4.7	5.0
Other income	6.5	6.2	6.3	6.3	6.4	6.5
Total income	280.0	276.8	273.4	274.5	272.9	272.5
EXPENSES						
Employee expenses	231.7	235.1	220.5	219.4	215.0	212.6
Depreciation	18.3	17.9	18.7	18.3	17.3	17.1
Housing expenses	15.4	14.7	13.8	13.8	13.8	13.8
Other institutional expenses	28.7	27.8	29.0	29.0	29.0	29.0
Total expenses	294.1	295.5	282.0	280.5	275.1	272.5
Balance of income and expenses	-14.1	-18.7	-8.6	-6.0	-2.2	-0.0
Financial income and expenses	2.0	1.1	-	-	-	-
Total result	-12.1	-17.6	-8.6	-6.0	-2.2	-0.0
charged to housing reserve	5.8	5.8	6.3	6.0	2.2	0.0
charged to education reserve	-	-	-	-	-	-
charged to promotion voucher reserve	0.4	0.4	-	-	-	-
charged to education reserve	-1.6	0.7	-	-	-	-
charged to research group	0.7	0.9	-	-	-	-
charged to DER reserve	0.4	-	-	-	-	-
charged to private activities reserve	-	-	-	-	-	-
charged to SAF reserve	-0.3	0.5	-	-	-	-
charged to the NPO K&J reserve	2.2	0.4	-	-	-	-
Deployment of reserves	7.6	8.7	6.3	6.0	2.2	0.0
Budget result	-4.5	-8.9	2.3	-	-	0.0

¹ Refer to 'Planuitwerking Bestuursakkoord NPO Onderwijs Haagse Hogeschool' (Plan Detailing Administrative Agreement National Education Programme for The Hague University of Applied Sciences), also explained in the NPO section.

Phasing out deployment of non-structural NPO funds and deployment of reserves from 2025 onwards

The operation up to 2024 shows a different picture compared to a more normalised financial operation. In these years, there was/is a surplus of available funds, which will no longer be available from 2025 or will be available only to a limited extent.

Here lies THUAS' actual task, to do three things in 2024, when many temporary resources are still available:

- Intensive support of students with study delays;
- getting the basics right in operations (IT);
- invest in the Strategic Plan.

In subsequent years - based on decreasing 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. We explain this in more detail below.

Notes to income

Visible is how, from 2024 onwards, we have to take account of a decreasing size of the government contribution, 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 MM)						
	Realisation	Budget	MYP	MYP	MYP	MYP
	2023	2024	2025	2026	2027	2028
Government contribution: structural	206.6	206.5	196.7	197.3	195.7	195.2
Government contribution: non-structural	6.2	1.5	0.0	0.0	0.0	0.0
Total government contribution	212.8	208.0	196.7	197.3	195.7	195.2
Tuition fees	51.2	55.5	61.0	60.7	60.4	60.1
Use of earmarked reserves	7.6	8.7	6.3	6.0	2.2	0.0
Use of general reserve	4.5	8.9	2.3	0.0	0.0	0.0
Total reserve use	12.1	17.6	8.6	6.0	2.2	0.0
Total available funds	276.1	281.1	266.3	264.0	258.3	255.3
Structural	257.8	262.0	257.7	258.0	256.1	255.3
Non-structural	18.3	19.1	8.6	6.0	2.2	0.0
Relative size non-structural funds	7%	7%	3%	2%	1%	0%

- As a result of an underutilisation of spending in 2021 and 2022, the NPO funds have largely been carried forward to 2023 with an excess 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 Q&I (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. There is also a (limited) underspending for 2023, which becomes available as budget space for 2025.

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

- In the multi-annual budget, the expectation of contributions from contract education and contract research has been set modestly for reasons of prudence: the 2023 income level has been assumed with a slight plus.

Explanation of expenses

Multi-year view of development of employee expenses

- In the years 2021 through 2023, a growth of 278 FTEs was realised (of which 192 FTEs in teaching staff), with a decrease of 55 FTEs projected for 2024. The increase from earlier years comes from the availability of NPO funds to remedy backlogs in education. This can largely be seen as a temporary expansion, which has allowed THUAS not only to invest extra in education and its backlog, but also to make the necessary internal changes.
- For the years after 2025, available resources are under pressure. This is mainly felt on staff expenses; further adjustment is also necessary after NPO. This reflects the effect of student numbers being under pressure, but expressly also the fact that NPO funds are about to expire. 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 2025 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	Budget	Estimate	Estimate	Estimate	Estimate
	2023	2024	2025	2026	2027	2028
Student numbers	24,149	24,149	23,929	23,808	23,669	23,446
Staffing in FTEs*						
(A) Primary process staff (TS)	1,357	1,268	1,212	1,206	1,183	1,169
Board/Management	67	65	61	59	57	55
Supporting staff members	664	700	596	594	583	578
(B) Total ESS	731	765	657	653	640	633
Total staffing	2,088	2,033	1,869	1,859	1,823	1,802

* averages per year, including 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, to the extent foreseeable at present, normalised operations will be restored from 2026 onwards.

Depreciation and housing costs

- Depreciation and housing costs have been estimated taking into account currently known and already planned investments in housing and a preliminary estimate of investments for sustainability, multi-annual maintenance and (to be determined in 2024) a strategic multi-year housing plan and furniture, adding up to a total investment level in the years 2024 to 2028 of € 61 million (an average of € 15 million per year).

The updated housing costs (especially in depreciation), insofar as they exceed the standardised room from the government contribution, are charged to the housing reserve.

Other institutional expenses

- 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 on higher charges for communication, marketing etc.). Investments of up to €17 million are planned for IT in the planning period.

Multi-year development of balance sheet and financial positions

Multi-year forecast balance sheet as at 31-12 (in MM)						
	Realisation 2023	Budget 2024	MYB 2025	MYB 2026	MYB 2027	MYB 2028
ASSETS						
NON-CURRENT ASSETS:						
Property, plant and equipment	136.9	139.5	135.6	132.8	130.6	126.1
Total non-current assets	136.9	139.5	135.6	132.8	130.6	126.1
CURRENT ASSETS:						
Receivables	10.6	10.3	10.3	10.3	10.3	10.3
Bank and cash	53.9	37.5	30.7	26.6	24.2	26.4
Total current assets	64.5	47.8	41.0	36.9	34.5	36.7
Total assets	201.4	187.3	176.6	169.7	165.1	162.8
LIABILITIES						
EQUITY						
General reserve	73.0	64.0	61.8	61.9	61.9	61.9
Earmarked reserve (public)	29.7	21.0	14.7	8.7	6.5	6.5
Earmarked reserve (private)	-1.1	-1.1	-1.1	-1.1	-1.1	-1.1
Earmarked fund (public)	2.3	2.3	2.3	2.3	2.3	2.3
Total equity	103.9	86.2	77.7	71.8	69.6	69.6
LOAN CAPITAL:						
Provisions	13.8	12.9	12.0	12.2	12.3	12.5
Non-current liabilities	15.7	14.3	12.9	10.0	7.1	4.3
Current liabilities	68.0	73.8	74.0	75.7	76.1	76.4
Total loan capital	97.5	101.0	98.9	97.9	95.5	93.2
Total liabilities	201.4	187.3	176.6	169.7	165.1	162.8

Multi-year estimate key figures							
	Realisation 2022	Realisation 2023	Budget 2024	MYB 2025	MYB 2026	MYB 2027	MYB 2028
Solvency 2 (Equity+Provisions/ Total Capital)	60,1%	58,4%	53,0%	50,8%	49,5%	49,6%	50,4%
Current Ratio (current assets/ current liabilities)	1.11	0.95	0.65	0.55	0.49	0.45	0.48
Profitability (Operating result/ Total income)	-1,1%	-4,3%	-6,4%	-3,1%	-2,2%	-0,8%	0,0%
Absolute size liquidity in mln.	66.1	53.9	37.5	30.7	26.6	24.4	26.4

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 the as yet non-adopted multi-year ambition for the strategic housing plan, this projection does not yet take into account the raising of loan capital. As a result of the foreseen development, equity falls in line with previous expectations. At year-end 2028, we are heading towards a solvency ratio approaching the internal limit of 50 percent.

Chapter 11

Report and Composition Supervisory Board



Preface

The 2023 reporting year started with the implementation of the Strategic Plan 2023-2028. This Strategic Plan sets the course for the next six years. The implementation of the Strategic Plan will therefore in the coming years also be at the heart of consultations between the Supervisory Board and the Executive Board.

Whereas the Supervisory Board still had an active role in the creation of the Strategic Plan in the previous reporting year (2022), in the reporting year 2023 the focus of the board was on translating ambitions into policy and concrete actions. Strategic documents that were the focus in 2023 included the Educational Vision and the Knowledge Agenda. The Supervisory Board has been actively involved in the development of these documents. Both documents were finalised during the year under review, and can be built on in the future.

Political current affairs were also closely followed. During the year under review, the Supervisory Board held discussions with its stakeholders on the current political developments, which included the issue of inflow of international students.

Principles of good governance and supervision

The principles of good governance have been jointly laid down by the universities of applied sciences in the 'Branchecode goed bestuur en toezicht van het hbo' (Sector Code of Good Governance and Supervision of Universities of Applied Sciences) of the 'Vereniging Hogescholen' (Association of Universities of Applied Sciences). The 2019 'Branchecode' (Sector Code) was updated in 2023. The Association of Universities of Applied Sciences adopted the new Code on 1 December 2023. It is effective from 1 January 2024. The boards fully endorse this Code.

In accordance with the Sector Code, the members of the Supervisory Board are independent; they hold no (partial) interests in the university of applied sciences. An up-to-date list of positions of members and any relevant ancillary positions is available via the university website.

The relationship between the Supervisory Board and the Executive Board is laid down in the Charter of Stichting HBO Haaglanden. The relationship between the Executive Board and the directors is governed by the 'Bestuurs- en beheersreglement' (Administrative and Management Regulations). The regulations of the Supervisory Board specify the relationship between board and supervision based on the relevant provisions of the law, the Charter and the Sector Code. In view of the renewed Sector Code - and as part of the self-evaluation conducted during the year under review - the Supervisory Board aims to have updated the Charter, regulations and supervisory vision by the summer of 2024.

Exercising supervision

During the year under review, the content of consultations with the Executive Board was mainly determined by the annual planning, the P&C cycle, the 2023 Governance Agenda and the multi-year perspective, where the ambitions from the Strategic Plan 2023-2028 were the connecting thread. The tasks of the Supervisory Board - as employer, supervisor and discussion partner for the Executive Board - were properly balanced. In 2023, there were no issues involving (potential) conflicts of interests of members of the Supervisory Board or the Executive Board.

Self-evaluation

In autumn 2023, the Supervisory Board conducted a self-evaluation led by an external facilitator, focusing on governance, attitude and behaviour. Prior to that, the facilitator held interviews with the entire Executive Board and the entire Supervisory Board. Immediately following the self-evaluation, a collaboration session with the Executive Board took place. A few conclusions were drawn in this. The relationship between EB and SB is open and constructive. We discuss the proper topics, value mutual trust, stand side by side and share the same future outlook. The Supervisory Board is a critical friend that provides constructive and advisory input not only after the fact, but especially beforehand. To improve ourselves, we value benchmarks and best practices that can come not only from other universities of applied sciences but also from other relevant sectors.

Although we have made improvements, the SB and the EB continue to strive to increase the execution strength of The Hague University of Applied Sciences by sharply and quickly translating vision into resources and results. In that context, we will hold ourselves accountable for commitments made. The Supervisory Board continues to work informally and formally on the relationship with the General Council and, when appropriate and desired, with other stakeholders.

Supervisory Board: composition and internal affairs

In 2023, the composition of the board changed. We said goodbye to Raymond Gradus, due to the expiry of his second term. Jan Bos and Arjan Blok joined the board. Kristel Baele was reappointed for a four-year term (starting 2024).

The board has three committees: the selection and remuneration committee, the audit committee (with a AC IT/ Digitisation sub-committee as of October 2023) and the Education & Research committee.

The Supervisory Board is composed as follows:

Member of the Supervisory Board	appointed as of	reappointed/ re-appointable as of	date of resignation	position	ancillary position
Prof. Dr R.H.J.M. Gradus	Jun-15	Jun-19	Jun-23	member	chairperson of the audit committee
J.F.M. van Rooijen, MBA	Oct-16	Oct-20	Oct-24	member	Member/deputy chairperson of the audit committee
LL.M. S. Lutchman	Jun-18	Jun-22	Jun-26	member	member of the selection and the remuneration committee
Drs K.F.B. K. Baele	Jun-20	Jun-24	Jun-28	member	chairperson of the Education Committee & nominee member of the General Council
Drs M.M. van Zuijlen	Aug-21	Aug-25	-	chairperson	chairperson of the selection & remuneration committee
Prof. Dr J.R. ter Horst	Oct-21	Oct-25	-	member	Member of the Education & Research Committee
Drs J.P.P. Bos RA	Mar-23	Mar-27	-	member	member of the audit committee
Drs A. Blok RC	Apr-23	Apr-27	-	member	member of the audit committee, chairperson AC IT/Digitisation sub-committee

Executive Board: composition and functioning

In 2023, the composition of the Executive Board also changed. During the year under review, Executive Board member Hans Camps said his farewell to The Hague University of Applied Sciences. Hans Nederlof was appointed in mid-August to assume his seat on the board. Chairperson Elisabeth Minnemann was reappointed for a four-year term (starting 2024). Annually, the Supervisory Board discusses mutual functioning with the Executive Board.

Activities of the Supervisory Board

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

In 2023, the Supervisory Board held six meetings, with the usual discussion and decision items on the agenda in line with the P&C cycle, such as the Framework Letter, the budget, the University Monitor and the Financial Statements. In June 2023, the 2022 Financial Statements were discussed and approved in the presence of the auditor. The 2024 budget was approved on 13 December 2023.

The topic of integral security (including social security, physical security and cybersecurity) was also regularly on the agenda. Discussions included the progress on initiated policies, measures to be taken and - in the context of cybersecurity - the progress of cooperation with SURF.

Working visits

In 2023, the Supervisory Board made working visits to two faculties and two centres of expertise. The informal format of a working visit offered the board valuable insight into the organisation of the university of applied sciences.

WNT 2023 classification

Since 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 2022). The remuneration classification was set at class G with a remuneration cap for board members of € 223,000.

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 General Council in the procedure and appointment of a member of the Executive Board. The supervisor appointed on the recommendation of the participation bodies has periodic consultations with the participation bodies.

A delegation of the board held regular consultations with the General Council in May and November 2023. Specific topics discussed with the General Council during the year under review included: the Strategic Plan in relation to the Implementation Agenda, developments in the Finance & IT Service, the Educational Vision, the Knowledge Agenda, employee satisfaction, inclusion and diversity, integral safety and communication.

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

Supervisory Board Committees

Audit Committee

The audit committee met seven times during the year under review. The audit committee had regular updates on progress by the finance portfolio holder within the Executive Board and the auditor. When discussing the Auditor's Report, the audit committee also met with the external auditor outside the presence of EB members and other permanent employees of The Hague University of Applied Sciences.

Regular topics of discussion were the components of the planning and control cycle: Framework Letter, budget, periodic management reports and Financial Statements, multi-year budget (including the multi-year reserve policy), the Audit Plan, the Management Letter and the Auditor's Report. In addition, the audit committee discussed the Annual Data Protection Officer Report, the strategic housing plan, the Finance & IT Service (progress and development), integral risk management and developments in the context of (international) student inflow.

During the year under review, the Supervisory Board decided to set up a temporary AC IT/Digitisation sub-committee from autumn 2023, in view of the major changes that will take place at the Finance & IT Service and in the area of digitisation and IT. The sub-committee met twice during the year under review and will be reviewed after one year.

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. In 2023, they spoke with students, lecturers, researchers, project leaders and policy staff on various topics: the chain process in the context of assessment, the professional doctorate route, study success and student wellbeing, and partnerships (including the 'Zuid-Hollandse Impact Alliantie' - (ZHIA; the South Holland Impact Alliance).

This committee met four times, with the regular topics being education quality, research and development of centres of expertise, inflow and study success, the University Monitor and student satisfaction. In this context, this committee discussed the following topics, among others, during the year under review: the Educational Vision, the Knowledge Agenda (as well as the link between education and research), portfolio development, study career support, internationalisation, cooperation with the region, accreditations and developments concerning artificial intelligence.

Selection and Remuneration Committee

The selection and remuneration committee met once in 2023, which included discussions on social safety/undesirable behaviour and the results of the 2022 employee satisfaction survey (het Kompas). In addition, in 2023, this committee prepared the recruitment of a new EB member, the reappointment of an EB member, the recruitment of SB members and the reappointment of a SB member. All procedures were carefully followed. Where relevant, the committee involved the General Council.

During the year under review, the selection and remuneration committee conducted the development interviews with the members of the Executive Board. 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 main lines of the remuneration policy in the year under review were as follows:

- Each year, the Supervisory Board determines the remuneration class in accordance with the WNT on the recommendation of the selection and remuneration committee.
- The remuneration consists of a fixed component only; variable remuneration components are not granted.
- The pension allowance is related to the ABP 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.

Since 2023, expense claims from the Executive Board are approved under the responsibility of the chairperson of the audit committee (previously this was done by the chairperson of the Supervisory Board). Administrative expenses and expense claims of the EB in 2023 are in accordance with the regulation of the Vereniging van Hogescholen.

The hardship clause was not used in 2023. A summary of claims and administrative expenses is included in Section 8.1

Remuneration policy for the Supervisory Board

For the remuneration of its own members, the Supervisory Board follows the frameworks of laws and regulations. Within this, the board pursues policy based on the following considerations: the remuneration of supervisors must be related to the actual commitment and time spent by a supervisor on his task, as the explanatory memorandum to the law also states, and must be in balance with the complexity and size of the university. In 2023, the remuneration of the Supervisory Board was 15 percent of the 85 percent of the WNT standard for the chairperson, and 10 percent of the 85 percent of the WNT standard for a member.

Remuneration for Supervisory Board members

Position	Remuneration 2023	Max. WNT 2023
Chairperson	28,432	33,450
Member	18,955	22,300

Board members can claim travel expenses and expenses for professionalisation. A breakdown of remuneration 2023 by board member is included in the Financial Statements.

Financial Statements 2023



A.1.1 Balance as at 31 December 2023 (after result appropriation)

(Amounts x € 1.000)

	31-12-2023		31-12-2022	
Non-current assets				
1.2 Property, plant and equipment	136,886		139,433	
Total non-current assets		136,886		139,433
Current assets				
1.5 Accounts receivable	10,620		9,646	
1.7 Bank and cash	53,899		66,093	
Total current assets		64,519		75,739
Total assets		201,405		215,172
Liabilities				
2.1 Equity		103,942		116,038
2.2 Provisions		13,759		13,557
2.3 Non-current liabilities		15,714		17,142
2.4 Current liabilities		67,990		68,435
Total liabilities		201,405		215,172

A.1.2 Statement of income and expenditure for 2023

(Amounts x € 1.000)

	2023		Budget 2023		2022	
Income						
3.1 Government contributions	214,037		200,374		217,479	
3.2 Other government contributions and grants	1,271		972		939	
3.3 Tuition fees	51,189		51,361		35,681	
3.4 Income from work commissioned by third parties	6,964		5,578		6,618	
3.5 Other income	6,495		3,807		5,612	
Total income		279,956		262,092		266,329
Expenses						
4.1 Employee expenses	231,740		217,837		209,916	
4.2 Depreciation	18,257		18,842		17,625	
4.3 Housing expenses	15,443		13,817		14,980	
4.4 Other expenses	28,647		28,784		27,046	
Total expenses		294,087		279,280		269,567
Balance of income and expenses		-14,131		-17,188		-3,238
5. Financial income and expenses		2,035		-10		178
Result		-12,096		-17,198		-3,060
6. Taxes		-		-		-
Total result		-12,096		-17,198		-3,060

A.1.3 Cash flow statement for 2023

(Amounts x € 1.000)

	2023		2022	
Cash flow from operating activities				
Balance of income and expenses		-14,131		-3,238
Adjustments for:				
4.2. Depreciation and amortisation	18,060		17,430	
2.2. Movement in provisions	202		997	
		18,262		18,427
Movement in working capital				
1.5. Receivables	-974		-1,678	
2.4. Current liabilities	-445		15,635	
		-1,419		13,957
Cash flow from operating activities		2,712		29,146
5.1. Financial income received	2,138		266	
5.5. Financial expenses paid	-103		-88	
		2,035		178
Total cash flow from operating activities		4,747		29,324
Cash flow from investing activities				
1.2. Investments in property, plant and equipment	-15,777		-14,661	
1.2. Disinvestments in property, plant and equipment	264		593	
Total cash flow from investing activities		-15,513		-14,068
Cash flow from financing activities				
2.3. New loans taken out	-		-	
2.3. Repayment of non-current liabilities	-1,428		-1,429	
Total cash flow from financing activities		-1,428		-1,429
Movement in bank and cash		-12,194		13,827
1.7. Opening balance in bank and cash		66,093		52,266
1.7. Movement in bank and cash		-12,194		13,827
Closing balance in bank and cash		53,899		66,093

Accounting Principles

General notes

The Financial Statements were approved by the SB on 25 June 2024.

The Financial Statements are presented in euros and rounded to the nearest thousand unless otherwise stated.

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

The 2023 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 2023.

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 2023 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 2022 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 they are taken into use. Different depreciation periods are used in the clusters below.

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

Land

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

Depreciation method Land is not depreciated.

Inventory and equipment

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

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

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

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

Valuation Acquisition price or lower market value.

Depreciation method Art is not depreciated.

Impairment of non-current assets

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

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

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

Current assets

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

Grant projects

Grant projects are presented less 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:

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

Bank and cash

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

Liabilities**Equity**

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

General Reserve

The general reserve 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 3.5% (2022 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 disbursements are discounted at 3.5% (2022 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 3.5% (2022 0.5%).

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

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

Permanent long-term illness provision

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

Owners' association Sportcampus Zuiderpark provision

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

Non-current liabilities

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

Current liabilities

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

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

Principles for Determining the Result

Income and 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 grants

Government grants, other government contributions and grants under the heading of basic funding are fully recognised as income in the statement of income and 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 grants are allocated to the year in which the related costs are accounted for; unspent funds are recognised on the balance sheet as grants received in advance.

Tuition fees

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

Income commissioned by third parties

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

Other income

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

Employee expenses

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

In the Financial Statements, The Hague University of Applied Sciences has recognised the defined benefit scheme with the Stichting Bedrijfspensioenfonds 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 31-12-2023 is 110.5%. 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, the 'Wet modernisering vennootschapsbelasting' (Modernisation of Corporation Tax Act) applies to the public sector. This act includes a specific exemption for educational institutions that provide funded education and fulfil the condition set out in the act. The Hague University of Applied Sciences has determined that these conditions are met and is exempt from corporation tax by the Tax and Customs Administration.

Financial instruments and risk management**Currency risk**

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 0.95, 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.

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

	Buildings	Land	Inventory and equipment	In progress and prepayment	Property, plant and equipment not serving the process	Total
Balance as at 1 January 2023						
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
Movements						
Investments	9,880	-	4,959	910	28	15,777
Disinvestments	-1,439	-	-100	-	-	-1,539
Depreciation	-13,159	-	-4,901	-	-	-18,060
Reclassification	466	-	-	-466	-	-
Impairment	-	-	-	-	-	-
Reversal of impairment	-	-	-	-	-	-
Depreciation of disinvestments	1,242	-	33	-	-	1,275
Balance	-3,010	-	-9	444	28	-2,547
Balance as at 31 December 2023						
Acquisition or manufacturing prices	253,580	18,335	52,425	910	443	325,693
Cum. depreciation and impairment	150,860	-	37,947	-	-	188,807
Carrying amounts	102,720	18,335	14,478	910	443	136,886

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	148,958	01-01-2023
Insured value of buildings	365,763	31-12-2023

Current Assets**1.5 Accounts Receivable**

	31-12-2023		31-12-2022	
Receivables	3,096		1,607	
Students/participants/course participants	1,876		1,667	
Provision for bad debts	-641		-529	
		4,331		2,745
Grants yet to be received:				
M. of Education Culture and Science/Economic Affairs	159		139	
Municipalities	16		94	
Other governmental authorities	1,336		1,164	
Other grants	240		124	
		1,751		1,521
Prepayments and accrued income:				
Prepaid expenses	2,730		3,996	
VAT/Withholding tax receivable	47		47	
Other	1,761		1,337	
		4,538		5,380
Total receivables		10,620		9,646

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:

	2023	2022
Balance as at 1 January	-529	-727
Withdrawal	99	115
Addition/release	-211	83
Balance as at 31 December	-641	-529

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

	31-12-2023	31-12-2022
Balances in bank and giro accounts	53,899	23,093
Deposits and savings accounts	-	43,000
Total cash and cash equivalents	53,899	66,093

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

The deposit was released for the benefit of the treasury banking balance on 30 June 2023. Bank and cash is at the free disposal of the institution.

Liabilities**2.1. Equity****Changes in equity 2023**

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

Changes in equity 2022

	Balance as at 01 January 2022		Result	Other movements	Balance as at 31 December 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

Profit appropriation

The net result as presented in the statement of income and expenditure for 2023 is a negative amount of € 12.1 million.

Reserve earmarked for Education

The reservation presented here concerns the fund for doctoral candidates. In 2023, no government funding was allocated for doctoral candidates. The costs incurred, in the amount of €0.43 million will be withdrawn from the earmarked reserve.

Reserve earmarked for NPO Quality & Innovation funds

In line with the memorandum 'Verdeling NPO lumpsum middelen' (Distribution 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 an earmarked reserve. In 2023, the withdrawal amounted to € 2.18 million.

Reserve earmarked for study advance funds

The underspending of € 0.35 for various SAF projects in 2023 will be reserved through the result appropriation for spending in 2024. Of the € 0.2 million of funds set aside for the Student Community Fund from 2021 and 2022, € 0.02 million was withdrawn in 2023.

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 2023, the withdrawal was € 5.76 million

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 2023, this led to a withdrawal of € 0.75 million.

From the general research reserve built up in the past, € 0.36 million was withdrawn in 2023. This is the difference between the allocated amount for research in faculties and services and the realisation.

The budget of € 3.96 MM for practice-oriented research from the administrative agreement was not fully spent in 2023.

The remaining budget of € 1.96 MM has been added to the general research reserve.

Reserve earmarked for Contract activities

The operating result of private education activities was € 0.13 million in 2023.

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

Earmarked DER fund

The deficit of the DER (Decentralised Employment Resources) funds set aside for the year under review was withdrawn from the DER appropriated fund. In 2023, the withdrawal amounted to € 0.42 million. The reserve (fund) built up in the past is sufficient for future withdrawals, this reserve will be gradually reduced in accordance with agreements with the trade unions.

2.2 Provisions

	Balance as at 01-01-2023	Allocations	Withdrawal	Release	Interest accrual and/or change in discount rate	Balance as at 31-12-2023	Duration < 1 year	Duration 1-5 years	Duration > 5 years
Employee provisions									
Anniversary provision	2,496	1,195	126	155	-993	2,417	194	602	1,621
Redundancy pay provision	1,501	1,800	1,028	463	-77	1,733	1,409	320	4
Sustainable employability	3,266	218	1,027	142	-	2,315	829	1,486	-
Working time reduction for seniors	4,915	1,975	947	140	-497	5,306	1,614	3,500	192
'Wet arbeidsmarkt in balance' (WAB; Balanced Labour Market Act)	204	220	171	-	-	253	204	45	4
Long-term sick	761	802	463	72	-	1,028	865	163	-
	13,143	6,210	3,762	972	-1,567	13,052	5,115	6,116	1,821
Other provisions									
Owners' association Sportcampus Zuiderpark	414	293	-	-	-	707	57	290	360
	414	293	-	-	-	707	57	290	360
Total provisions	13,557	6,503	3,762	972	-1,567	13,759	5,172	6,406	2,181

Sustainable employability

The scheme for withdrawing saved hours has been extended until 31 December 2025. Employees can withdraw the saved hours or have them paid out annually with a maximum of 45 hours. A decrease in this provision is visible in 2023.

2.3 Non-Current Liabilities

	Balance non-current portion as at 01-01-2023	Balance current portion as at 01-01-2023	Balance of total debt as at 01-01-2023	Loans taken out during the period under review	Repayment in 2023	Balance of total debt as at 31-12-2023	Balance of current portion as at 31-12-2023	Balance of non-current portion as at 31-12-2023	Amount maturity 1-5 yrs	Amount maturity > 5 yrs	Effective interest rate
Payables to OCW / EZ	17,142	1,429	18,571	-	1,428	17,143	1,429	15,714	7,142	8,572	0,10%
Total non-current liabilities	17,142	1,429	18,571	-	1,428	17,143	1,429	15,714	7,142	8,572	

Treasury funding

In 2020, a financing agreement was entered into with the General Treasury Agency of the Ministry of Finance with a total size of € 20 MM. This is property financing for which (mortgage) security has been given on the building at Johanna Westerdijkplein 75 and a guarantee has been issued by the Ministry of Education, Culture and Science. The loan has a total term of 15 years with a fixed interest rate of 0.1% and will be repaid on a straight-line basis from 2022. The 2024 repayment portion is accounted for under short-term liabilities.

2.4 Current Liabilities

	31-12-2023		31-12-2022	
Pre-invoiced and received instalments Contract education/research		1,635		1,644
Creditors		8,375		6,545
Taxes and social security contributions:				
Payroll tax	10,497		9,248	
VAT payable	592		453	
Premiums and social charges	345		371	
		11,434		10,072
Liabilities in respect of pensions		2,579		2,603
Short-term loan		1,428		1,429
Other Current liabilities		-		-
Accruals:				
Tuition fees received in advance	19,355		18,923	
Holiday allowance	8,817		7,944	
Internationalisation received in advance	558		949	
Grants received in advance OCW /EZ	3,505		1,071	
NPO funds OCW received in advance	1,424		7,622	
Grants amounts received in advance	2,765		3,409	
Outstanding charges	4,603		4,957	
Other accrued liabilities	1,512		1,267	
		42,539		46,142
Total current liabilities		67,990		68,435

Grants received in advance OCW/EZ

The increase in OCW/EZ grants received in advance is mainly explained by advance payments of grants under the 'Verduurzaming maatschappelijk vastgoed' (Sustainability of Social Property) and IT Verband Zuid-Holland (Zuid-Holland IT Partnership) grants.

NPO funds OCW received in advance

The funds included here concern the part of the non-normative government grants received in 2021 and 2022 from the COVID envelope that remains at the end of the reporting year for spending in 2024. 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. To this end, the Ministry of Education, Culture and Science amended the regulations by labelling the year 2024 as an 'extra year' for spending funds that could not be spent in the previous years. THUAS expects that by the end of 2024, the remaining funds will be fully spent on their intended purposes. This is explained in more detail in the COVID paragraph (chapter 4) of the Board 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 current nature.

Off-balance sheet rights and obligations

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

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

	<1 year	1-5 year	>5 year
ICT-related liabilities	2,954	102	7
Buildings	2,851	13,283	2,514
Partnerships	1,100	5,503	12,104
Other	1,203	1,476	1,476
Total liabilities	8,108	20,364	16,101

- The Hague University of Applied Sciences has a receivable from the Ministry of Education, Culture and Science from 1986 which is payable on the liquidation of the university of applied sciences, of € 1.5 MM due to a liquidity correction in the transition to normative funding.
- The Hague University of Applied Sciences has a debt owing to the Ministry of Education, Culture and Science from 1988 of € 2.2 MM due to a one-off liquidity contribution to cover the transition to staggered collection of tuition fees. The debt is due on liquidation of the university of applied sciences.
- 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 going through the proceedings 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 independent auditor and the SB. In a written response, OCW indicates that no scope is provided outside the WHW. There is understanding of the difficult situation of these young people and the search for a solution is welcomed, but The Hague University of Applied Sciences is asked to respect the limits of the law. The Executive Board takes note of the options for the next 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. The student is now in the second year of study.

Notes to the Items of the Income Statement

Income

3.1 Government Contributions

	2023	Budget 2023	2022
Government grants OCW	212,848	199,896	216,749
Other grants OCW /EZ	1,189	478	730
Total government grants	214,037	200,374	217,479

Movements from budgeted government grants to realised government grant 2023		
Budget 2023		199,896
Changes following the final adoption:		
Higher contribution wage/price adjustment	11,521	
Knowledge security contribution	43	
Additional AC contribution	27	
Cyber-resilience contribution	625	
Wellbeing contribution	488	
Social security contribution	102	
Lower contribution research and POR	-59	
Technical adaptation NPO K&I	91	
Technical reordering OCW	114	
		12,952
Realisation 2023		212,848

3.2 Other Government Contributions and Grants

	2023	Budget 2023	2022
Municipal contributions and grants	205	285	271
Provincial contributions and grants	133	109	181
Other government grants	933	578	487
Total other government grants and grants	1,271	972	939

The increase in other government grants is caused by more ministerial grants being awarded and an increase in grants from the European Union.

3.3 Tuition Fees

	2023	Budget 2023	2022
Tuition fees HBO sector			
Tuition fees	55,392	55,053	37,849
Refund of tuition fees	-4,160	-3,535	-2,097
Tuition fees irrecoverable	-43	-157	-71
Total tuition fees	51,189	51,361	35,681

Due to the cancellation of the 'halving of tuition fees' COVID measure, both tuition fees and related refunds are higher in 2023 compared to 2022.

3.4 Income from Work Commissioned by Third Parties

	2023		Budget 2023		2022	
Contract education		2,442		2,516		2,747
Contract research						
NWO	2,829		2,729		2,468	
Other non-profit organisations	1,693		308		1,358	
Companies	-		25		45	
		4,522		3,062		3,871
Total income from work commissioned by third parties		6,964		5,578		6,618

3.5 Other Income

	2023	Budget 2023	2022
Lease immoveable property	288	215	351
Secondment of staff	421	438	489
Programme and registration fees	2,510	1,414	1,605
Other student contribution	640	410	670
Administration/collection costs	339	341	306
Readers/repro/syllabi	37	36	31
Parking fees	166	94	132
Rental	438	69	169
Other grants	321	572	518
Other	1,335	218	1,341
Total other income	6,495	3,807	5,612

The higher income from course and enrolment fees was mainly caused by higher inflow and an additional group of students from the 'taalschakeltraject' (language switching programme).

Expenses

4.1 Employee Expenses

	2023		Budget 2023		2022	
Wages and salaries						
Wages and salaries	153,630		194,123		139,113	
Social security costs	19,711		-		17,549	
Pension contributions	21,696		-		22,676	
		195,037		194,123		179,338
Other employee expenses						
Change in employee provisions	-91		500		582	
Non-salaried staff	26,092		13,475		20,391	
Other	12,420		10,485		10,867	
		38,421		24,460		31,840
Disbursements		-1,718		-746		-1,262
Total employee expenses		231,740		217,837		209,916

Wage costs for salaried staff increased by 10% on average from July due to the increase from the Collective Bargaining Agreement (Collectieve Arbeidsovereenkomst; the CAO) and the one-off payment of € 833 gross in proportion to employment. Without this CAO increase, expenses would be lower than budgeted as a result of unfilled vacancies. The unfilled vacancies were mostly filled with non-salaried staff. This is reflected in the higher non-salaried staff liability item, compared to the 2022 budget and realisation.

The breakdown of average FTEs is as follows:

	2023	%	2022	%
Faculties	1566	75	1,537	76
Centres of expertise	49	2	39	2
Services	474	23	454	22
Total FTE*	2,089		2,030	

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

In 2023, one employee worked from abroad.

WNT justification 2023 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 2023 is € 223,000, being the remuneration cap for OCW education, class G.

Complexity points per criterion:

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

4.1a Senior executive officials, former senior executive officials in employment

(The amounts below are rounded to whole euros)

Data 2023	E.M. Minnemann	A. Hardorff	J. Nederlof	H.G.L.M. Camps
Job details	Chairperson of the Executive Board	Member of the Executive Board	Member of the Executive Board	Member of the Executive Board
Commencement and end of office in 2023	01/01 - 31/12	01/1 - 31/12	21/8 - 31/12	01/01 - 30/4
Size of employment in FTE	1	1	1	1
Employment	yes	yes	yes	yes
Remuneration				
Remuneration plus taxable expense allowances	178,393	162,471	68,832	56,734
Remuneration payable over time	22,469	22,436	8,208	7,488
<i>Subtotal</i>	<i>200,862</i>	<i>184,907</i>	<i>77,040</i>	<i>64,222</i>
Individually applicable remuneration cap	223,000	223,000	81,258	73,315
-/- Amount unduly paid and not yet recovered	n/a	n/a	n/a	n/a
Remuneration	200,862	184,907	77,040	64,222
The amount of the overrun and the reason why the overrun is or is not authorised	n/a	n/a	n/a	n/a
Explanation of claim for undue payment	n/a	n/a	n/a	n/a
Data 2022				
Job details	Chairperson of the Executive Board	Member of the Executive Board		Member of the Executive Board
Commencement and end of office in 2022	01/01 - 31/12	01/09 - 31/12		01/01 - 31/12
Size of employment in FTE	1	1		1
Employment	yes	yes		yes
Remuneration				
Remuneration plus taxable expense allowance	168,803	54,075		167,630
Remuneration payable over time	23,260	7,752		23,222
<i>Subtotal</i>	<i>192,063</i>	<i>61,827</i>		<i>190,852</i>
Individually applicable remuneration cap	216,000	72,197		216,000
Remuneration	192,063	61,827		190,852

The remuneration of the members of the Executive Board falls within the WNT standard applicable to Higher Education (max. € 223,000).

4.1c Senior supervisory officials

(The amounts below are rounded to whole euros)

Data 2023	M.M. van Zuijlen	R.J.H.M. Gradus	J.F.M. van Rooijen	K. Baele
Job details	Chairperson	Committee member / Member	Committee member / Member	Committee member / Member
Commencement and end of office in 2023	01/01 - 31/12	01/01 - 31/5	01/01 - 31/12	01/01 - 31/12
Remuneration				
Remuneration	28,432	7,900	18,955	18,955
Individually applicable remuneration cap	33,450	9,225	22,300	22,300
<i>-/- Amount unduly paid and not yet recovered</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Remuneration	28,432	7,900	18,955	18,955
The amount of the overrun and the reason why the overrun is or is not authorised	n/a	n/a	n/a	n/a
Explanation of claim for undue payment	n/a	n/a	n/a	n/a
Data 2022				
Job details	Chairperson	Committee member / Member	Committee member / Member	Committee member / Member
Commencement and end of office in 2021	01/01 - 31/12	01/01 - 31/12	01/01 - 31/12	01/01 - 31/12
Remuneration				
Remuneration	21,600	16,200	16,200	16,200
Individually applicable remuneration cap	32,400	21,600	21,600	21,600

Data 2023	S. Lutchman	J.R. Ter Horst	J.P.P. Bos	A. Block
Job details	Committee member / Member	Committee member / Member	Committee member / Member	Committee member / Member
Commencement and end of office in 2023	01/01 - 31/12	01/01 - 31/12	31/3 - 31/12	11/4 - 31/12
Remuneration				
Remuneration	18,955	18,960	14,216	13,644
Individually applicable remuneration cap	22,300	22,300	16,862	16,190
<i>-/- Amount unduly paid and not yet recovered</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Remuneration	18,955	18,960	14,216	13,644
The amount of the overrun and the reason why the overrun is or is not authorised	n/a	n/a	n/a	n/a
Explanation of claim for undue payment	n/a	n/a	n/a	n/a
Data 2022				
Job details	Committee member / Member	Committee member / Member		
Commencement and end of office in 2021	01/01 - 31/12	01/01 - 31/12		
Remuneration				
Remuneration	16,200	16,200		
Individually applicable remuneration cap	21,600	21,600		

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.

4.1.2 Severance payments to senior officials

Data 2023	H.G.L.M Camps
Job details	
Position on termination of employment	Member of the Executive Board
Size of employment in FTE	1
Year in which employment was terminated	2023
Severance payment due to termination of employment	
Agreed severance payment due to termination of employment	53,173
Individually applicable cap	75,000
Total severance payments due to termination of employment	53,173
Of which paid in 2023	53,173
Amount unduly paid and not yet recovered	n/a
The amount of the overrun and the reason why the overrun is or is not authorised	n/a
Explanation of claim for undue payment	n/a

The above severance payment concerns a previously promised 3-month sabbatical.

Apart from the senior officials listed above, there are no other officials who received remuneration exceeding the individual WNT maximum in 2023.

4.2 Depreciation

	2023	Budget 2023	2022
Property, plant and equipment			
Depreciation of buildings	13,159	13,667	12,502
Depreciation of inventory and equipment	4,901	5,175	4,928
Total depreciation	18,060	18,842	17,430
Book loss	197	-	195
Total depreciation (incl. book loss)	18,257	18,842	17,625

4.3 Housing Expenses

	2023	Budget 2023	2022
Rent	2,855	2,519	2,685
Insurance	316	217	258
Maintenance	2,661	2,157	2,556
Energy and water	3,249	3,012	3,083
Cleaning costs	2,851	2,659	2,561
Levies	816	917	871
Other housing costs	2,695	2,336	2,966
Total housing costs	15,443	13,817	14,980

The main increase in housing expenses is caused by price increases. In addition, the allocation of € 0.2 million to the maintenance provision is recognised under other housing expenses.

4.4 Other Expenses

	2023	Budget 2023	2022
Administration and management costs	4,310	5,678	4,516
Inventory, equipment and learning resources	11,734	11,145	10,977
Marketing and communication costs	2,592	4,489	2,485
Student facilities	3,610	4,209	3,004
Repro/printing costs	1,389	966	1,361
Other	5,012	2,297	4,703
Total other expenses	28,647	28,784	27,046

The specification of audit services for 2023 and 2022 can be broken down as follows:

PricewaterhouseCoopers Accountants N.V.		2023	2022
101.	Audit of the Financial Statements	192	142
102.	Other audit activities	14	20
103.	Tax consultancy	89	34
104.	Other non-audit services	6	6
Total Accounting Services		301	202

The costs of auditing the 2023 Financial Statements have been allocated to the 2023 financial year, regardless of whether the work was performed during the financial year. The higher tax consultancy cost are caused by the support under the Tax Control Framework in which The Hague University of Applied Sciences has taken steps.

5 Financial Income and Expenses

	2023	Budget 2023	2022
Financial income received	2,138	-	266
Financial expenses paid	-103	10	-88
Total financial income and expenses	2,035	-10	178

Financial income received includes interest income received on credit facilities within treasury financing. In addition, the deposit was released in 2023.

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

6 Tax

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

Events after Balance Sheet Date

None

Grants to be Recognised in the Financial Statements

Model G

(The amounts below are rounded to whole euros)

G1 Recognition of grants without offsetting clause			
Description	Allocation		Performance completed
	Reference	Date	Yes / No
Opleidingschool Zuid-West Holland (Zuid-West Holland Training School)	OS-2017-C-007	01-12-2017	Yes
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS21027	16-11-2021	Yes
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS22016	03-05-2022	Yes
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS22023	03-05-2022	Yes
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS22019	22-06-2022	Yes
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS22022	03-05-2022	Yes
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS22017	03-05-2022	Yes
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS229017	23-05-2023	Yes
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS229018	25-01-2023	Yes
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS229021	08-11-2022	Yes
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS229020	08-11-2022	Yes
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS229019	08-11-2022	Yes
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS229015	08-11-2022	Yes
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS229013	08-11-2022	Yes
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS23023	20-04-2023	No
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS23026	20-04-2023	No
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS23020	20-04-2023	No
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS23027	20-04-2023	No
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS23025	16-10-2023	No
Virtuele internationale samenwerkingsprojecten HO (Virtual international cooperation projects Higher Education) grant scheme	VIS23028	20-04-2023	No



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 2023

Ons oordeel

Wij hebben de jaarrekening 2023 van Stichting Hoger Beroepsonderwijs Haaglanden te Den Haag gecontroleerd.

Naar ons oordeel:

- geeft de in de jaarstukken opgenomen jaarrekening een getrouw beeld van de grootte en de samenstelling van het vermogen van Stichting Hoger Beroepsonderwijs Haaglanden op 31 december 2023 en van het resultaat over 2023 in overeenstemming met de Regeling jaarverslaggeving onderwijs;
- zijn de in deze jaarrekening verantwoorde baten en lasten alsmede de balansmutaties over 2023 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 2023.

De jaarrekening bestaat uit:

- de balans per 31 december 2023;
- de staat van baten en lasten over 2023; 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 2023 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 gedeponneerd bij de Kamer van Koophandel te Amsterdam.

Description	Allocation		Performance completed Yes / No
	Reference	Date	
Teacher grant subsidy scheme 2023/2024	ABLTINS-388563	20-06-2023	No
Teacher grant subsidy scheme 2023/2024	ABLTINS-390824	20-06-2023	No
Teacher grant subsidy scheme 2023/2024	ABLTINS-388893	20-06-2023	No
Teacher grant subsidy scheme 2023/2024	ABLTINS-385820	20-06-2023	No
Teacher grant subsidy scheme 2023/2024	ABLTINS-386637	20-06-2023	No
Teacher grant subsidy scheme 2023/2024	ABLTINS-387701	20-06-2023	No
Teacher grant subsidy scheme 2023/2024	ABLTINS-388818	20-06-2023	No
Teacher grant subsidy scheme 2023/2024	ABLTINS-388823	20-06-2023	Yes
Teacher grant subsidy scheme 2023/2024	ABLTINS-393434	23-07-2023	Yes
Teacher grant subsidy scheme 2023/2024	ABLTINS-388173	20-06-2023	No
Teacher grant subsidy scheme 2023/2024	ABLTINS-388935	20-06-2023	Yes
Teacher grant subsidy scheme 2023/2024	ABLTINS-394446	19-10-2023	Yes

G2 Recognition of grants with offsetting clause									
G2-A Expiring at year-end									
Description	Allocation		Allocated amount	Amounts received up to and including the previous reporting year	Total costs eligible for grants up to and including the previous reporting year	Balance as at 1 January of the reporting year	Amounts received in the reporting year	Costs eligible for grants in the reporting year	To be offset as at 31 December of the reporting year
	Reference	Date							
MBO-HBO transfer programme	DHBO17008	23-10-2017	197,166	197,166	165,939	31,227	-31,227	-	31,227
MBO-HBO transfer programme	DHBO18011	15-03-2018	199,986	199,986	95,359	104,627	-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	-	225,897
Total			945,446	945,446	583,695	361,751	-361,751	-	361,751

Other Details

Regulation in the Charter on Profit Appropriation

The Executive Board adopts the balance sheet and the statement of income and expenditure. The Executive Board is free to choose to form and change earmarked reserves when appropriating results. The General Council has the right of consent (see Medezeggenschapsreglement (Participation Regulations) - article 7 paragraph 8b - 14 February 2023;) on the distribution of any positive operating result and the coverage of any negative operating result, respectively.

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 2023 hebben wij de anticumulatiebepaling, bedoeld in artikel 1.6a WNT en artikel 5, lid 1 onderdelen n en o, Uitvoeringsregeling WNT, niet gecontroleerd. Dit betekent dat wij niet hebben gecontroleerd of er wel of niet sprake is van een normoverschrijding door een leidinggevende topfunctionaris vanwege eventuele dienstbetrekkingen als leidinggevende topfunctionaris bij andere WNT-plichtige instellingen, alsmede of de in dit kader vereiste toelichting juist en volledig is.

Verklaring over de in de jaarstukken opgenomen andere informatie

De jaarstukken omvat ook andere informatie, naast de jaarrekening en onze controleverklaring daarbij.

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

- met de jaarrekening verenigbaar is en geen materiële afwijkingen bevat;
- alle informatie bevat die op grond van de Regeling jaarverslaggeving onderwijs en op grond van de in de relevante wet- en regelgeving opgenomen bepalingen, zoals opgenomen in paragraaf 2.2.2 'Bestuursverslag' van het Onderwijsaccountantsprotocol OCW 2023 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 2023 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 2023.

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 2023.

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 gereede 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 en is geen garantie dat een controle die overeenkomstig de controlestandaarden is uitgevoerd altijd een afwijking van materieel belang ontdekt wanneer hier sprake van is

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, 26 juni 2024
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 2023, 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.

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Appendix 1 Partner Institutions

Reference date 12-12-2023

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

Partner Country	Name Partner University
Denmark	Zealand Institute of Business and Technology
Denmark	Copenhagen Business Academy
Denmark	Copenhagen Business Academy
Ecuador	Universidad Internacional del Ecuador
Ecuador	Universidad Internacional del Ecuador
Estonia	Tallinn University
Estonia	Tallinn University
Estonia	Tallinn University of Technology
Estonia	University of Tartu
Finland	Tampere University of Applied Sciences
Finland	Haaga-Helia University of Applied sciences
Finland	JAMK University of Applied Sciences
Finland	LAB University of Applied Sciences
Finland	Lappeenranta University of Technology
Finland	Laurea University of Applied Sciences
Finland	Novia University of Applied Sciences
Finland	Satakunta university of Applied sciences
Finland	Satakunta university of Applied sciences
Finland	Seinajoki University of Applied Sciences
Finland	Tampere University of Applied Sciences
Finland	Tampere University of Applied Sciences
Finland	Turku University of Applied Sciences LTD
Finland	University of Oulu
Finland	South-Eastern Finland University of Applied Sciences
Finland	South-Eastern Finland University of Applied Sciences
Finland	South-Eastern Finland University of Applied Sciences
Finland	Novia University of Applied Sciences
Finland	Tampere University of Applied Sciences
France	EDHEC/ESPEME Business School
France	EM Strasbourg Business School
France	Epitech
France	ESC Clermont Graduate School of Management
France	ESCE International Business School Paris
France	Groupe Ecole supérieure de Commerce de Troyes
France	INSEEC
France	Institut d'Etudes Politiques Rennes
France	ISCOM Paris
France	ISCOM Paris
France	NEOMA Business School Reims Campus
France	Sciences Po Lille
France	Université Catholique de Lille
France	Université Catholique de Lille
France	Université de Bordeaux
France	Université de Bourgogne
France	Université de Franche- Comte
France	University of Clermont Auvergne
France	Université de Lorraine- IUT Charlemagne
France	Université de Nantes
France	Université de Poitiers
France	Université Paris 1 Panthéon-Sorbonne
France	Université Paris 13 Paris Nord
France	Université Paris Dauphine
France	University Claude Bernard - Lyon 1
France	Université Catholique de Lyon - ESTRI School of International Careers

Partner Country	Name Partner University
France	Universite Catholique de Lyon - ESTRI School of International Careers
France	Université Jean Monnet - Saint Etienne
France	Avignon Université
France	Ecole National d'Ingenieurs de Tarbes
Georgia	Georgian Institute of Public Affairs
Georgia	L.E.P.L. Ivane Javakishvili Tbilisi State University
Germany	Baden Wurttemberg Cooperative State University Mosbach (DHBW)
Germany	Baden-Wuerttemberg Cooperative State University (DHBW)
Germany	DHBW Baden-Wuerttemberg Cooperative State University Heilbronn
Germany	Berlin School for Economics and Law
Germany	Berlin School for Economics and Law
Germany	Berlin School for Economics and Law
Germany	Biberach University of Applied Sciences
Germany	Deutsche Sporthochschule Köln
Germany	European University of Applied Sciences
Germany	Fachhochschule Bielefeld
Germany	Fachhochschule Bielefeld
Germany	Fachhochschule Frankfurt am Main
Germany	Fachhochschule Frankfurt am Main
Germany	HAWK Hochschule Hildesheim/Holzminden/Goettingen
Germany	Hochschule Bremen
Germany	Hochschule Osnabrueck
Germany	Hochschule Rhein-Waal
Germany	Hochschule Rhein-Waal
Germany	Hochschule Rhein-Waal
Germany	Katholische Hochschule fur Sozialwesen Berlin
Germany	Katholische Stiftunghochschule München
Germany	Technische Hochschule Nürnberg Georg Simon Ohm
Germany	Universität Leipzig
Germany	Universität Rostock
Germany	University of Applied Sciences Augsburg
Germany	University of Applied Sciences Augsburg
Germany	Hochschule der Medien Stuttgart
Germany	HTW Berlin University of Applied Sciences
Germany	International School of Management (ISM)
Germany	Katholische Hochschule Nordrhein-Westfalen
Germany	Kiel University of Applied Sciences
Germany	Kiel University of Applied Sciences
Germany	Padagogische Hochschule Karlsruhe
Germany	Philipps Universität Marburg
Germany	Private University of Applied Sciences Göttingen
Germany	Technische Hochschule Brandenburg
Germany	Technische Hochschule Ingolstadt
Germany	Hochschule München University of Applied Sciences
Germany	Hochschule München University of Applied Sciences
Germany	Hochschule RheinMain Wiesbaden Ruesselheim
Germany	Hochschule München University of Applied Sciences
Germany	Hochschule Düsseldorf
Germany	Hochschule Düsseldorf
Germany	Hochschule fur Angewandte Wissenschaften Hamburg
Germany	Hochschule Heilbronn
Ghana	Accra Technical University
Ghana	Accra Technical University
Great Britain	Glasgow Caledonian University

Partner Country	Name Partner University
Great Britain	Glasgow Caledonian University
Great Britain	Glasgow Caledonian University
Great Britain	Glasgow Caledonian University
Great Britain	University of Hertfordshire
Great Britain	Nottingham Trent University
Great Britain	Coventry University
Great Britain	Coventry University
Great Britain	University of Northumbria at Newcastle
Great Britain	University of Northumbria at Newcastle
Great Britain	University of Derby
Great Britain	Swansea University
Great Britain	University of Greenwich
Great Britain	University of Liverpool
Great Britain	Swansea University
Great Britain	Nottingham Trent University
Great Britain	Liverpool John Moores University
Great Britain	University of Northumbria at Newcastle
Great Britain	Liverpool John Moores University
Great Britain	University of Lincoln
Great Britain	University of Lincoln
Great Britain	Sheffield Hallam University
Great Britain	University of Portsmouth
Great Britain	University of Derby
Greece	Alexander Technological Educational Institute Thessaloniki
Greece	Aristotle University of Thessaloniki
Greece	Athens University of Economics and Business
Greece	Technological Educational Institute of Crete
Greece	Hellenic Mediterranean University
Hong Kong	The Hang Seng University of Hong Kong
Hungary	Budapest Business School, College of Commerce, Catering and Tourism
Hungary	University of Pécs
Iceland	Bifröst University
India	Woxsen University
India	Chitkara University
India	Meri University (Management Education Research Institute)
Indonesia	London School of Public Relations Jakarta
Indonesia	Universitas Brawijaya
Indonesia	Universitas Airlangga
Ireland	Munster Technological University
Ireland	University of Limerick
Ireland	Technological University Dublin
Italy	Università degli Studi di Firenze
Italy	Biomedical University of Rome
Italy	LUISS University
Italy	University of Cagliari
Italy	University of Cagliari
Italy	University of Milan
Italy	University of Bologna
Italy	University of Padua
Italy	University of Padua
Italy	Università di Lingue e Comunicazione a Milano
Italy	University of Cagliari
Japan	Kyoto Sangyo University
Japan	Junsei Educational Institution
Japan	Kwansei Gakuin University
Japan	Kwansei Gakuin University
Japan	Ritsumeikan Asia Pacific University

Partner Country	Name Partner University
Japan	Doshisha University
Japan	Kindai University
Japan	Kindai University
Japan	Kansai University
Japan	Kansai University
Japan	Kansai University
Japan	Kansai Gaidai University
Japan	Yamagata University
Korea, Republic of	Sejong University
Korea, Republic of	Sookmyung Women's University
Korea, Republic of	Hallym University
Korea, Republic of	Soongsil University
Korea, Republic of	Hallym University
Korea, Republic of	Hanyang University
Korea, Republic of	Hanyang University
Korea, Republic of	Soongsil University
Korea, Republic of	Sungkyunkwan University
Korea, Republic of	Incheon National University
Korea, Republic of	Yonsei University
Korea, Republic of	SolBridge International School of Business, Woosong University
Korea, Republic of	SolBridge International School of Business, Woosong University
Korea, Republic of	Konkuk University
Korea, Republic of	University of Seoul
Korea, Republic of	University of Seoul
Korea, Republic of	Yonsei University
Korea, Republic of	Hankuk University of Foreign Studies
Latvia	BA School of business and Finance
Latvia	Riga Stradins University
Lithuania	Mykolas Romeris University
Lithuania	Siauliai University
Malaysia	University of Malaysia
Malaysia	Taylor's University
Malta	University of Malta
Mexico	Tecnologico de Monterrey
Mexico	Universidad de las Américas
Mexico	Universidad Iberoamericana, Puebla
Mexico	Universidad Iberoamericana, Puebla
Norway	Oslo Metropolitan University
Norway	Oslo Metropolitan University
Norway	Oslo Metropolitan University
Norway	Oslo Metropolitan University
Norway	Oslo Metropolitan University
Norway	Oslo Metropolitan University
Norway	Oslo Metropolitan University
Peru	Universidad Peruana de Ciencias Aplicadas
Peru	Universidad del Pacífico
Philippines	Ateneo de Manila University
Poland	Cracow University of Economics
Poland	Kozminski University
Poland	Lodz University of Technology
Poland	Lodz University of Technology
Poland	University of Gdansk
Poland	WSB University in Toru?
Poland	Akademia Górniczo-Hutnicza University of Science and Technology
Portugal	Instituto Politecnico de Beja
Portugal	Instituto Politecnico de Lisboa
Portugal	Instituto Politecnico de Lisboa
Portugal	Instituto Politecnico do Porto

Partner Country	Name Partner University
Portugal	ISCTE Instituto Universitario de Lisboa
Portugal	Polytechnic institute of Viana do Castelo
Portugal	Universidade Europeia
Portugal	University of Algarve
Portugal	University of Coimbra
Romania	Politehnica University Timisoara
Romania	Babes-Bolyai University
Romania	University Politehnica of Bucharest
Romania	University Politehnica of Bucharest
Slovakia	Comenius University in Bratislava
Slovakia	University of Economics in Bratislava
South Africa	Cape Peninsula University of Technology
Spain	University of Vic - Central University of Catalonia
Spain	University of Vic - Central University of Catalonia
Spain	Universidad Francisco de Vitoria
Spain	Universidad Francisco de Vitoria
Spain	Universidad Francisco de Vitoria
Spain	Universidad Francisco de Vitoria
Spain	Ramon Llull University La Salle
Spain	Universidad Autonoma de Madrid
Spain	Universidad Complutense de Madrid
Spain	Universidad Complutense de Madrid
Spain	Universidad Complutense de Madrid
Spain	Universidad de Almeria
Spain	Universidad de Malaga
Spain	Universidad de Salamanca
Spain	Universidad de Sevilla
Spain	Universidad del Pais Vasco
Spain	Universidad San Pablo-CEU
Spain	Universitat de Barcelona
Spain	Universitat de Barcelona
Spain	Universitat de Barcelona
Spain	Universitat de Valencia- Estudi General
Spain	Universitat Politecnica de Catalunya
Spain	University of Huelva
Spain	University of Jaen
Spain	University of Jaen
Spain	University of Mondragon
Spain	Universidad del Pais Vasco
Spain	Universidad Europea de Madrid
Spain	Universidad Europea Valencia
Spain	Universidad Europea Valencia
Spain	Universidad Politecnica de Valencia
Spain	Universidad Politecnica de Valencia
Spain	Universidad Rey Juan Carlos
Spain	Universitat Autonoma de Barcelona
Spain	Universidad de Granada
Spain	Ramon Llull University La Salle
Spain	ESERP Business School Barcelona
Spain	ESERP Business School Barcelona
Spain	ESIC, Business & Marketing School
Spain	Formatic Barna University
Spain	Universidad Antonio de Nebrija
Spain	Universidad Francisco de Vitoria
Spain	Universidad Francisco de Vitoria
Suriname	Anton de Kom - Universiteit van Suriname
Sweden	Malmö University
Sweden	Mid Sweden University

Partner Country	Name Partner University
Sweden	Örebro University
Sweden	University of Gothenburg
Sweden	University of Skövde
Sweden	University of Skövde
Sweden	University West
Sweden	University West
Sweden	University West
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
Taiwan	National Taipei University of Business
Taiwan	National Taipei University of Technology
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
Turkey	Istanbul Commerce University
Turkey	Istanbul Technical University
Turkey	Bahcesehir University
Turkey	Isik University
Turkey	Kadir Has University
Turkey	Kadir Has University
Turkey	Yeditepe University
Turkey	Istanbul Bilgi University
Turkey	Istanbul Bilgi University
Turkey	EGE University
Turkey	Izmir University of Economics
Turkey	Mersin University
Turkey	Ondokuz Mayis University
United Arab Emirates	Ajman University
United Arab Emirates	University of Sharjah
United States of America	University of Louisville
United States of America	University of Southern Mississippi
United States of America	Le Moyne College
United States of America	University of Missouri - Kansas City
United States of America	University of Central Arkansas
United States of America	The Pennsylvania State University
United States of America	University Studies Abroad Consortium
United States of America	Northwood University
United States of America	Southwestern Law School
United States of America	Oglethorpe University
United States of America	University of Missouri
United States of America	Texas State University - San Marcos
United States of America	University of the Incarnate Word
United States of America	University of the Incarnate Word
United States of America	Metropolitan State University of Denver
Uruguay	Universidad de Montevideo
Uruguay	Universidad de Montevideo
Viet Nam	The University of Economics Ho Chi Minh City

Appendix 2 Degree Programmes

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

Faculty	degree programme	name	full-time_part-time	Number
BFM	AC	Accountancy	FT	375
BFM	CE	Commercial Economics	FT	535
BFM	CE	Commercial Economics	PT	52
BFM	CE	Commercial Economics	WS	3
BFM	ECOM-AD	E-Commerce - Associate Degree	PT	11
BFM	FC	Finance & Control	FT	418
BFM	FC	Finance & Control	PT	101
BFM	FC	Finance & Control	WS	4
BFM	FC-AD	Finance & Control - Associate Degree	FT	25
BFM	FC-AD	Finance & Control - Associate Degree	PT	60
BFM	FC-AD	Finance & Control - Associate Degree	WS	12
BFM	FC-ES	Finance & Control - English Stream (IFMC)	FT	216
BFM	FC-ES-3	Finance & Control - English Stream (IFMC, 3 yr.)	FT	78
BFM	IB-ES	International Business - English Stream	FT	1,395
BFM	IB-ES-3	International Business - English Stream (3 yr.)	FT	292
BFM	MBA	Master of Business Administration	PT	11
BFM	MBA-ES	Master of Business Administration - English Stream	FT	21
BFM	MBA-ES	Master of Business Administration - English Stream	PT	27
BFM	MFMC-ES	Master of Financial Management and Control	FT	9
BFM	MFMC-ES	Master of Financial Management and Control	PT	10
BFM	OM-AD	Online Marketing - Associate Degree	PT	8
BFM	ERM	Entrepreneurship & Retail Management	FT	633
BFM	ERM	Entrepreneurship & Retail Management	PT	11
BFM	ERM	Entrepreneurship & Retail Management	WS	6
PMLS	BO	Public Administration / Public Management	WS	353
PMLS	BO-ES	Public Administration/Government Management - English Stream	FT	226
PMLS	HBO-R (HBO-Law)	Higher Professional Education - Law	PT	103
PMLS	HBO-R (HBO-Law)	Higher Professional Education - Law	WS	745
PMLS	HBO-R-ES	HBO Law - English Stream	FT	1,239
PMLS	ISM	Integrated Safety Management	PT	133
PMLS	ISM	Integrated Safety Management	WS	508
PMLS	ISM-ES	Integral Safety Management - English Stream	FT	529
HNS	HALO	Physical Education Teacher Training	FT	886
HNS	HALO-DD-PABO	PABO/HALO training variant, HALO part	FT	41
HNS	HBO-V	Nurse Training	PT	44
HNS	HBO-V	Nurse Training	WS	299
HNS	ST	Skin Therapy	FT	480
HNS	ST	Skin Therapy	PT	77
HNS	MT	Man and Technology	FT	222
HNS	SPK	Sports Science	FT	397

Appendix 3 Our Students

Notes to Annual Report 2023 Overviews

General

Data origins

For the 2023 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 the campuses in The Hague, Delft and Zoetermeer. Furthermore, only the funded programmes (bachelor's, associate and master's degree) were included in the selection.

Reporting period

The overviews 'enrolled' and 'inflow' refer to the academic years 2021, 2022 and 2023. For the overviews showing graduates, students putting their studies on hold and NBSAs, these are the academic years 2020, 2021 and 2022. The propaedeutic yield concerns the 2019, 2020 and 2021 cohorts.

Migration background

The 2023 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 Statistics Netherlands 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. This applies, for example, to students following the double PABO-HALO certification pathway. They have enrolled in both the PABO and the HALO programme.

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

For the 2020 and 2021 academic years, no negative study advice was issued in the first year due to the pandemic. For these years, the number of students is counted who have been issued a suspended advice because they did not meet the BSA standard at that moment. In the 2022 academic year, negative binding study advice was again issued after a 1-year break. The 2020 and 2021 figures are therefore not comparable with those of 2022.

In some flexible part-time degree programmes, the study advice is only issued after 2 years. This has not been taken into account in the calculation.

Propaedeutic yield

Numbers and percentages for propaedeutic yield 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 of graduates

The enrolment duration of graduates is the number of years the student was enrolled at The Hague University of Applied Sciences on the reference date. Only the years up to the first final certificate are counted. The student is reported to the programme of graduation.

For Cultural and Social Studies, Social Work and Services and Educational and Social Assistance degree programmes, the duration of enrolment in 2020 is significantly higher because in those years all students who graduated had 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. The same applies, albeit to a lesser extent, to the average duration in 2022.

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.

3.1 Students Enrolled in Full-Time, Part-Time, and Work-Study Degree Programmes Combined

HOOP (HERP; HIGHER EDUCATION AND RESEARCH PLAN) FIELD	DEGREE PROGRAMME	2021	2022	2023
Economics	A.D. E-commerce	-	-	11
	A.D. Facility Management	43	37	39
	A.D. Finance & Control	70	62	97
	Ad Online Marketing	-	-	8
	B. Accountancy	426	405	375
	B. Business Administration	826	796	733
	B. Public Administration/Government Management	706	667	579
	B. Commercial Economics	666	617	590
	B. Communication	561	519	554
	B. European Studies	1260	1201	1129
	B. Facility Management	584	540	539
	B. Finance & Control	953	916	817
	B. Human Resource Management	604	562	479
	B. Integral Safety Studies	1207	1199	1170
	B. International Business	1639	1746	1687
	B. Entrepreneurship & Retail Management	740	681	650
	M. Integral Business Operations	-	33	52
Total		10285	9981	9509
Behaviour and Society	B. Education Studies	828	869	877
	B. Social Work	1171	1126	1013
	B. Sports Science	699	727	740
	Total	2698	2722	2630
Healthcare	B. Skin Therapy	557	572	557
	B. Nurse Training	901	885	811
	B. Nutrition and Dietetics	972	961	942
	Total	2430	2418	2310
Education	B. Primary Education Teacher Training	405	370	399
	B. Physical Education Teacher Training - Grade One	954	937	927
	Total	1359	1307	1326
Law	B. Higher Professional Education – Law	2196	2187	2087
	Total	2196	2187	2087
Technology	B. Applied Data Science & Artificial Intelligence	-	52	89
	B. Architecture and Construction Engineering	491	462	430
	B. Chemical Engineering	201	193	195
	B. Civil Engineering	232	202	185
	B. Communication and Multimedia Design	697	743	731
	B. Electrical Engineering	255	244	235
	B. Higher Professional Education – ICT	2004	2056	1899
	B. Industrial Product Design	551	569	541
	B. Mechatronics	406	377	320
	B. Man and Technology	285	260	222
	B. Spatial Development	182	162	162
	B. Industrial Engineering and Management	380	358	333
	B. Engineering Physics	339	314	276
	B. Applied Mathematics	258	226	206
	B. Mechanical Engineering	692	600	561
	Total	6973	6818	6409
Total		25941	25433	24271

3.2 Inflow in Full-Time, Part-Time, and Work-Study Degree Programmes Combined

HOOP (HERP; HIGHER EDUCATION AND RESEARCH PLAN) FIELD	DEGREE PROGRAMME	2021	2022	2023	
Economics	A.D. E-commerce	-	-	7	
	A.D. Facility Management	18	12	17	
	A.D. Finance & Control	25	11	26	
	Ad Online Marketing	-	-	7	
	B. Accountancy	94	89	106	
	B. Business Administration	166	189	157	
	B. Public Administration/Government Management	198	170	122	
	B. Commercial Economics	96	134	159	
	B. Communication	123	129	155	
	B. European Studies	366	296	259	
	B. Facility Management	108	129	134	
	B. Finance & Control	220	189	156	
	B. Human Resource Management	130	116	97	
	B. Integral Safety Studies	320	294	271	
	B. International Business	436	483	415	
	B. Entrepreneurship & Retail Management	136	143	164	
	M. Integral Business Operations	-	3	19	
	Total		2436	2387	2271
	Behaviour and Society	B. Education Studies	261	317	308
		B. Social Work	303	271	263
B. Sports Science		241	229	196	
Total		805	817	767	
Healthcare	B. Skin Therapy	124	132	131	
	B. Nurse Training	257	242	204	
	B. Nutrition and Dietetics	283	256	232	
	Total	664	630	567	
Education	B. Primary Education Teacher Training	89	87	132	
	B. Physical Education Teacher Training - Grade One	221	213	257	
	Total	310	300	389	
Law	B. Higher Professional Education – Law	564	638	587	
	Total	564	638	587	
Technology	B. Applied Data Science & Artificial Intelligence	-	42	44	
	B. Architecture and Construction Engineering	151	145	124	
	B. Chemical Engineering	56	54	53	
	B. Civil Engineering	39	38	43	
	B. Communication and Multimedia Design	160	201	189	
	B. Electrical Engineering	68	48	49	
	B. Higher Professional Education – ICT	489	564	492	
	B. Industrial Product Design	124	144	141	
	B. Mechatronics	115	102	88	
	B. Man and Technology	45	57	47	
	B. Spatial Development	30	35	45	
	B. Industrial Engineering and Management	77	73	66	
	B. Engineering Physics	91	85	60	
	B. Applied Mathematics	63	52	56	
	B. Mechanical Engineering	130	123	132	
			-	-	7
	Total		1638	1763	1636
	Total		6417	6535	6217

3.3 Inflow in Full-Time Programmes

HOOP (HERP; HIGHER EDUCATION AND RESEARCH PLAN) FIELD	DEGREE PROGRAMME	2021	2022	2023	
Economics	A.D. Finance & Control	-	-	12	
	B. Accountancy	94	89	106	
	B. Business Administration	143	168	144	
	B. Public Administration/Government Management	82	62	49	
	B. Commercial Economics	86	119	152	
	B. Communication	123	129	155	
	B. European Studies	366	296	259	
	B. Facility Management	100	121	126	
	B. Finance & Control	200	178	149	
	B. Human Resource Management	114	104	83	
	B. Integral Safety Studies	154	143	131	
	B. International Business	436	483	415	
	B. Entrepreneurship & Retail Management	136	141	152	
	M. Integral Business Operations	-	3	9	
	Total		2034	2036	1942
	Behaviour and Society	B. Education Studies	261	317	308
		B. Social Work	218	197	206
		B. Sports Science	241	229	196
		Total	720	743	710
	Healthcare	B. Skin Therapy	105	111	109
B. Nurse Training		149	159	128	
B. Nutrition and Dietetics		192	207	193	
Total		446	477	430	
Education	B. Primary Education Teacher Training	51	61	100	
	B. Physical Education Teacher Training - Grade One	221	213	257	
	Total	272	274	357	
Law	B. Higher Professional Education – Law	376	402	358	
	Total	376	402	358	
Technology	B. Applied Data Science & Artificial Intelligence	-	42	44	
	B. Architecture and Construction Engineering	151	145	124	
	B. Chemical Engineering	56	54	53	
	B. Civil Engineering	39	38	43	
	B. Communication and Multimedia Design	160	201	189	
	B. Electrical Engineering	59	30	39	
	B. Higher Professional Education – ICT	454	522	466	
	B. Industrial Product Design	124	144	141	
	B. Mechatronics	115	102	88	
	B. Man and Technology	45	57	47	
	B. Spatial Development	30	35	45	
	B. Industrial Engineering and Management	77	73	66	
	B. Engineering Physics	91	85	60	
	B. Applied Mathematics	63	52	56	
	B. Mechanical Engineering	112	106	119	
			-	-	7
	Total		1576	1686	1587
	Total		5424	5618	5384

3.4 Inflow in Part-Time Programmes

HOOP (HERP; Higher Education and Research Plan) FIELD	DEGREE PROGRAMME	2021	2022	2023
Economics	A.D. E-commerce	-	-	7
	A.D. Facility Management	18	12	17
	A.D. Finance & Control	25	11	6
	Ad Online Marketing	-	-	7
	B. Business Administration	23	21	13
	B. Commercial Economics	10	15	5
	B. Facility Management	8	8	8
	B. Finance & Control	20	11	5
	B. Human Resource Management	16	12	14
	B. Integral Safety Studies	39	25	34
	B. Entrepreneurship & Retail Management	-	2	7
	M. Integral Business Operations	-	-	10
	Total		159	117
Behaviour and Society	B. Social Work	47	39	30
	Total	47	39	30
Healthcare	B. Skin Therapy	19	21	22
	B. Nurse Training	10	9	13
	B. Nutrition and Dietetics	91	49	39
	Total	120	79	74
Education	B. Primary Education Teacher Training	38	26	32
	Total	38	26	32
Law	B. Higher Professional Education – Law	21	22	37
	Total	21	22	37
Technology	B. Higher Professional Education – ICT	35	42	26
	Total	35	42	26
Total		420	325	332

3.5 Inflow in Work-Study Programmes

HOOP (HERP; Higher Education and Research Plan) FIELD	DEGREE PROGRAMME	2019	2020	2021
Economics	A.D. Finance & Control	-	-	8
	B. Public Administration/Government Management	116	108	73
	B. Commercial Economics	-	-	2
	B. Finance & Control	-	-	2
	B. Integral Safety Studies	127	126	106
	B. Entrepreneurship & Retail Management	-	-	5
Total		243	234	196
Behaviour and Society	B. Social Work	38	35	27
	Total	38	35	27
Healthcare	B. Nurse Training	98	74	63
	Total	98	74	63
Law	B. Higher Professional Education – Law	167	214	192
	Total	167	214	192
Technology	B. Electrical Engineering	9	18	10
	B. Mechanical Engineering	18	17	13
	Total	27	35	23
Total		573	592	501

3.6 Inflow in Full-Time, Part-Time, and Work-Study Degree Programmes Combined, by Sex

HOOP (HERP; Higher Education and Research Plan) FIELD	DEGREE PROGRAMME	MALE 2021 %	MALE 2022 %	MALE 2023 %	FEMALE 2021 %	FEMALE 2022 %	FEMALE 2023 %	
Economics	A.D. E-commerce	-	-	71.4	-	-	28.6	
	A.D. Facility Management	55.6	41.7	52.9	44.4	58.3	47.1	
	A.D. Finance & Control	56.0	45.5	69.2	44.0	54.5	30.8	
	Ad Online Marketing	-	-	42.9	-	-	57.1	
	B. Accountancy	61.7	66.3	64.2	38.3	33.7	35.8	
	B. Business Administration	69.9	75.7	70.7	30.1	24.3	29.3	
	B. Public Administration/Government Management	46.5	46.5	59.8	53.5	53.5	40.2	
	B. Commercial Economics	70.8	59.0	59.1	29.2	41.0	40.9	
	B. Communication	20.3	23.3	16.8	79.7	76.7	83.2	
	B. European Studies	35.2	39.9	42.5	64.8	59.8	57.5	
	B. Facility Management	31.5	34.9	38.8	68.5	65.1	61.2	
	B. Finance & Control	63.6	64.6	68.6	36.4	35.4	31.4	
	B. Human Resource Management	27.7	21.6	33.0	72.3	78.4	67.0	
	B. Integral Safety Studies	55.0	61.2	50.9	45.0	38.8	49.1	
	B. International Business	57.8	53.4	54.0	42.2	46.6	46.0	
	B. Entrepreneurship & Retail Management	64.0	76.9	70.7	36.0	23.1	29.3	
	M. Integral Business Operations	-	100.0	47.4	-	0.0	52.6	
	Total		50.8	52.8	52.6	49.2	47.1	47.4
	Behaviour and Society	B. Education Studies	4.6	4.1	5.8	95.4	95.9	94.2
		B. Social Work	26.7	34.3	32.3	73.3	65.7	67.7
B. Sports Science		78.8	82.5	82.1	21.2	17.0	17.9	
Total		35.2	36.1	34.4	64.8	63.8	65.6	
Healthcare	B. Skin Therapy	0.0	0.8	3.1	100.0	99.2	96.9	
	B. Nurse Training	16.3	18.2	14.7	83.7	81.8	85.3	
	B. Nutrition and Dietetics	18.0	19.5	16.4	82.0	80.5	83.6	
	Total	14.0	15.1	12.7	86.0	84.9	87.3	
Education	B. Primary Education Teacher Training	25.8	23.0	31.1	74.2	77.0	68.9	
	B. Physical Education Teacher Training - Grade One	67.0	66.2	65.8	33.0	33.8	34.2	
	Total	55.2	53.7	54.0	44.8	46.3	46.0	
Law	B. Higher Professional Education – Law	28.7	24.1	24.7	71.3	75.9	75.1	
	Total	28.7	24.1	24.7	71.3	75.9	75.1	
Technology	B. Applied Data Science & Artificial Intelligence	-	78.6	75.0	-	21.4	25.0	
	B. Architecture and Construction Engineering	56.3	60.7	63.7	43.7	39.3	36.3	
	B. Chemical Engineering	51.8	50.0	34.0	48.2	50.0	66.0	
	B. Civil Engineering	74.4	78.9	93.0	25.6	21.1	7.0	
	B. Communication and Multimedia Design	46.9	39.8	40.7	53.1	60.2	59.3	
	B. Electrical Engineering	97.1	97.9	95.9	2.9	2.1	4.1	
	B. Higher Professional Education – ICT	90.0	88.1	89.2	10.0	11.9	10.8	
	B. Industrial Product Design	66.9	58.3	56.7	33.1	41.7	43.3	
	B. Mechatronics	93.9	92.2	92.0	6.1	7.8	8.0	
	B. Man and Technology	73.3	54.4	70.2	26.7	45.6	29.8	
	B. Spatial Development	60.0	65.7	66.7	40.0	34.3	33.3	
	B. Industrial Engineering and Management	84.4	84.9	83.3	15.6	15.1	16.7	
	B. Engineering Physics	78.0	75.3	85.0	22.0	24.7	15.0	
	B. Applied Mathematics	66.7	59.6	71.4	33.3	40.4	28.6	
	B. Mechanical Engineering	96.9	95.9	93.2	3.1	4.1	6.8	
	M. Next Level Engineering	-	-	57.1	-	-	42.9	
	Total		77.5	74.2	75.2	22.5	25.8	24.8
	Total		50.1	50.1	50.1	49.9	49.9	49.9

Appendix 4 Returns

4.1 Propaedeutic Phase Completed Within 2 Years for Full-Time, Part-Time, and Work-Study Degree Programmes Combined

HOOP (HERP; Higher Education and Research Plan) FIELD	DEGREE PROGRAMME	NUMBER OF GRADUATES AFTER 2 YEARS			GRADUATES RATE AFTER 2 YEARS		
		2019	2020	2021	2019	2020	2021
Economics	B. Accountancy	30	36	34	31.6	36.7	36.6
	B. Business Administration	99	90	80	50.5	43.9	48.5
	B. Public Administration/Government Management	88	67	96	41.9	35.8	48.5
	B. Commercial Economics	51	48	29	33.6	33.3	30.9
	B. Communication	87	84	79	58.8	65.6	64.2
	B. European Studies	176	204	184	56.2	54.3	50.3
	B. Facility Management	83	73	50	51.2	51.0	46.3
	B. Finance & Control	108	109	86	46.4	48.2	39.4
	B. Human Resource Management	60	52	59	44.8	43.0	45.4
	B. Integral Safety Studies	188	140	158	52.5	40.9	49.4
	B. International Business	166	178	182	37.1	44.8	41.7
	B. Entrepreneurship & Retail Management	71	89	56	43.6	42.2	41.5
	Total	1,207	1,170	1,093	46.2	45.4	45.8
	Behaviour and Society	B. Education Studies	99	126	106	45.4	48.1
B. Social Work		99	126	95	35.6	38.5	32.4
B. Sports Science		80	110	116	44.0	52.6	48.1
Total		278	362	317	40.9	45.4	39.9
Healthcare	B. Skin Therapy	112	102	105	77.2	73.9	84.7
	B. Nurse Training	92	157	137	44.9	54.0	53.3
	B. Nutrition and Dietetics	145	185	142	55.1	62.5	50.9
Total	349	444	384	56.9	61.2	58.2	
Education	B. Primary Education Teacher Training	35	16	18	37.2	16.8	20.2
	B. Physical Education Teacher Training - Grade One	87	63	68	38.3	25.7	30.8
	Total	122	79	86	38.0	23.2	27.7
Law	B. Higher Professional Education – Law	292	304	292	50.3	50.2	52.0
	Total	292	304	292	50.3	50.2	52.0
Technology	B. Architecture and Construction Engineering	51	51	48	36.7	32.1	32.0
	B. Chemical Engineering	28	19	30	43.1	42.2	53.6
	B. Civil Engineering	26	17	9	35.6	30.4	23.7
	B. Communication and Multimedia Design	101	86	92	50.5	49.1	57.5
	B. Electrical Engineering	25	16	33	30.9	30.2	48.5
	B. Higher Professional Education – ICT	239	209	206	46.9	43.9	42.1
	B. Industrial Product Design	88	88	59	50.9	52.7	48.0
	B. Mechatronics	25	33	27	22.7	23.9	23.5
	B. Man and Technology	54	41	21	58.1	57.7	46.7
	B. Spatial Development	29	16	7	50.0	35.6	23.3
	B. Industrial Engineering and Management	38	34	33	38.4	33.0	42.9
	B. Engineering Physics	40	35	35	34.5	34.7	39.3
	B. Applied Mathematics	18	25	20	23.7	33.3	31.7
	B. Mechanical Engineering	71	52	49	42.0	32.9	38.3
	Total	833	722	669	42.5	39.6	41.0
	Total	3,081	3,081	2,841	45.5	44.9	44.8

4.2 Number of Graduates From Full-Time, Part-Time and Work-Study Degree Programmes Combined

HOOP (HERP; Higher Education and Research Plan) FIELD	DEGREE PROGRAMME	NUMBER OF GRADUATES			AVERAGE STUDY DURATION		
		2020	2021	2022	2020	2021	2022
Economics	A.D. Facility Management	20	13	20	2.15	2.23	2.45
	A.D. Finance & Control	18	11	10	5.06	4.91	4.00
	B. Accountancy	48	52	61	6.31	5.98	6.00
	B. Business Administration	109	119	112	5.03	5.13	4.88
	B. Public Administration/Government Management	61	60	87	5.36	5.50	5.56
	B. Commercial Economics	124	95	100	5.39	5.26	5.46
	B. Communication	125	131	76	5.01	4.42	4.42
	B. European Studies	157	125	147	5.25	5.14	5.31
	B. Facility Management	117	117	96	4.84	4.71	4.81
	B. Finance & Control	126	118	132	5.10	5.31	5.26
	B. Human Resource Management	99	79	100	5.24	5.11	5.60
	B. Integral Safety Studies	146	136	162	4.86	4.93	4.83
	B. International Business	165	165	170	4.83	4.95	4.99
	B. Entrepreneurship & Retail Management	84	91	98	5.93	5.58	5.65
	M. Integral Business Operations	-	-	27	-	-	1.00
	Total	1,399	1,312	1,398	5.12	5.05	5.06
	Behaviour and Society	B. Cultural and Social Studies	6	-	-	7.33	-
B. Social Work and Services		59	-	-	7.39	-	-
B. Education Studies		95	88	98	4.79	4.83	4.92
B. Educational and Social Assistance		40	-	-	7.28	-	-
B. Social Work		77	128	109	4.31	5.19	4.98
B. Sports Science		116	111	106	4.67	4.70	4.22
Total	393	327	313	5.34	4.93	4.70	
Healthcare	B. Skin Therapy	113	92	127	4.69	4.55	4.50
	B. Nurse Training	118	146	117	4.03	4.12	4.26
	B. Nutrition and Dietetics	97	89	109	5.57	5.46	5.09
	Total	328	327	353	4.71	4.61	4.61
Education	B. Primary Education Teacher Training	58	61	53	5.24	5.44	5.11
	B. Physical Education Teacher Training - Grade One	128	79	130	4.92	5.25	5.39
	Total	186	140	183	5.02	5.34	5.31
Law	B. Higher Professional Education – Law	278	296	279	5.31	5.18	5.16
	Total	278	296	279	5.31	5.18	5.16
Technology	B. Architecture and Construction Engineering	53	52	51	5.55	5.35	5.22
	B. Chemical Engineering	44	42	31	4.70	4.76	4.35
	B. Civil Engineering	57	46	37	4.72	4.63	5.22
	B. Communication and Multimedia Design	128	91	129	4.51	4.47	4.70
	B. Electrical Engineering	36	39	31	5.11	5.05	5.19
	B. Higher Professional Education – ICT	237	225	256	5.07	5.04	5.43
	B. Industrial Product Design	117	72	120	4.85	4.65	4.71
	B. Mechatronics	34	53	46	4.82	5.25	5.28
	B. Man and Technology	76	57	53	4.83	5.28	4.83
	B. Spatial Development	42	32	31	4.95	5.19	5.68
	B. Industrial Engineering and Management	63	46	43	4.83	5.26	5.40
	B. Engineering Physics	45	42	40	5.02	5.24	5.58
	B. Applied Mathematics	33	35	29	5.21	5.31	5.48
	B. Mechanical Engineering	139	127	97	5.02	5.20	5.46
	Total	1,104	959	994	4.93	5.03	5.17
	Total	3,688	3,361	3,520	5.06	5.01	5.03

4.3 Number of Dropouts From Full-Time, Part-Time and Work-Study Degree Programmes Combined

HOOP (HERP; Higher Education and Research Plan) FIELD	DEGREE PROGRAMME	NUMBER OF UNIVERSITY DROPOUTS			AVERAGE STUDY DURATION			
		2020	2021	2022	2020	2021	2022	
Economics	A.D. Facility Management	8	9	2	1.50	2.22	2.00	
	A.D. Finance & Control	16	19	10	2.38	2.79	4.40	
	B. Accountancy	58	52	70	2.33	2.46	2.57	
	B. Business Administration	118	120	138	3.02	3.14	2.83	
	B. Public Administration/Government Management	100	146	132	2.48	2.60	2.28	
	B. Commercial Economics	99	100	111	3.21	3.79	3.49	
	B. Communication	60	62	74	3.23	2.98	3.99	
	B. European Studies	217	230	201	2.06	2.10	2.70	
	B. Facility Management	59	72	65	3.19	2.58	2.92	
	B. Finance & Control	97	128	132	2.66	2.20	3.23	
	B. Human Resource Management	85	91	95	3.21	3.31	2.99	
	B. Integral Safety Studies	162	181	180	1.86	2.40	2.09	
	B. International Business	230	217	290	2.48	2.44	2.40	
	B. Entrepreneurship & Retail Management	110	117	114	2.43	2.76	2.73	
	M. Integral Business Operations	-	-	2	-	-	1.00	
	Total		1,419	1,544	1,616	2.54	2.63	2.74
	Behaviour and Society	B. Cultural and Social Studies	3	-	-	10.67	-	-
B. Social Work and Services		6	-	-	8.83	-	-	
B. Education Studies		112	201	214	1.54	1.81	1.47	
B. Educational and Social Assistance		3	-	-	11.00	-	-	
B. Social Work		204	234	321	1.90	2.50	2.30	
B. Sports Science		82	104	91	1.99	1.51	2.07	
Total		410	539	626	2.05	2.05	1.98	
Healthcare	B. Skin Therapy	29	37	27	2.24	2.57	2.52	
	B. Nurse Training (Higher Professional Education-V)	143	141	168	1.99	1.88	1.98	
	B. Nutrition and Dietetics	131	198	173	2.02	2.20	2.23	
	Total Healthcare	303	376	368	2.02	2.12	2.14	
Education	B. Primary Education Teacher Training	69	83	74	2.03	2.52	2.26	
	B. Physical Education Teacher Training - Grade One	99	152	134	2.08	2.76	2.54	
	Total	168	235	208	2.06	2.67	2.44	
Law	B. Higher Professional Education – Law	355	366	387	2.17	2.56	2.66	
	Total	355	366	387	2.17	2.56	2.66	
Technology	B. Applied Data Science & Artificial Intelligence	-	-	21	-	-	1.62	
	B. Architecture and Construction Engineering	57	109	88	2.21	1.96	1.93	
	B. Chemical Engineering	23	25	24	2.17	2.52	1.92	
	B. Civil Engineering	35	20	28	1.97	2.65	2.04	
	B. Communication and Multimedia Design	86	80	94	2.87	2.46	2.60	
	B. Electrical Engineering	21	26	37	1.52	2.50	1.97	
	B. Higher Professional Education – ICT	261	323	390	2.52	2.51	2.34	
	B. Industrial Product Design	86	68	62	2.14	2.25	2.68	
	B. Mechatronics	60	68	81	1.60	1.69	2.25	
	B. Man and Technology	33	22	29	1.91	2.32	2.00	
	B. Spatial Development	25	23	20	1.80	3.09	3.05	
	B. Industrial Engineering and Management	37	49	49	2.92	2.22	2.08	
	B. Engineering Physics	64	60	59	2.19	1.82	2.68	
	B. Applied Mathematics	52	49	47	1.85	1.84	1.94	
	B. Mechanical Engineering	57	102	79	1.81	2.75	2.66	
	Total		897	1,024	1,108	2.25	2.32	2.31
	Total		3,552	4,084	4,313	2.31	2.43	2.45

4.4 Negative Binding Study Advice After 1 Year for Full-Time, Part-Time and Work-Study Programmes Combined

HOOP (HERP; Higher Education and Research Plan) FIELD	DEGREE PROGRAMME	NEGATIVE BINDING STUDY ADVICE			NBSA PERCENTAGE			
		2020	2021	2022	2020	2021	2022	
Economics	A.D. Facility Management	8	8	-	42.1	44.4	-	
	A.D. Finance & Control	8	19	-	53.3	76.0	-	
	B. Accountancy	42	41	26	42.4	43.6	29.2	
	B. Business Administration	109	100	41	52.9	60.2	21.7	
	B. Public Administration/Government Management	98	95	43	52.4	48.0	25.3	
	B. Commercial Economics	63	39	31	43.4	40.6	23.1	
	B. Communication	28	31	14	21.9	25.2	10.9	
	B. European Studies	144	138	65	38.3	37.7	22.0	
	B. Facility Management	51	56	14	35.4	51.9	10.9	
	B. Finance & Control	101	94	55	44.7	42.7	29.1	
	B. Human Resource Management	49	61	28	40.5	46.9	24.1	
	B. Integral Safety Studies	142	121	67	41.5	37.8	22.8	
	B. International Business	256	275	126	64.5	63.1	26.1	
	B. Entrepreneurship & Retail Management	99	45	32	46.9	33.1	22.4	
	Total		1198	1123	542	45.8	46.1	22.7
	Behaviour and Society	B. Education Studies	198	121	99	75.6	46.4	31.2
		B. Social Work	228	158	106	69.3	52.1	39.1
B. Sports Science		56	76	44	26.8	31.5	19.2	
Total		482	355	249	60.3	44.1	30.5	
Healthcare	B. Skin Therapy	42	47	8	30.4	37.9	6.1	
	B. Nurse Training	123	123	38	42.3	47.9	15.7	
	B. Nutrition and Dietetics	79	105	28	26.7	37.1	10.9	
	Total	244	275	74	33.7	41.4	11.7	
Education	B. Primary Education Teacher Training	56	38	17	56.6	42.7	19.5	
	B. Physical Education Teacher Training - Grade One	146	108	44	59.6	48.9	20.7	
	Total	202	146	61	58.7	47.1	20.3	
Law	B. Higher Professional Education – Law	251	280	114	41.4	49.6	17.9	
	Total	251	280	114	41.4	49.6	17.9	
Technology	B. Applied Data Science & Artificial Intelligence	-	-	11	-	-	26.2	
	B. Architecture and Construction Engineering	79	64	39	49.7	42.4	26.9	
	B. Chemical Engineering	22	21	8	48.9	37.5	14.8	
	B. Civil Engineering	29	20	6	50.0	51.3	15.8	
	B. Communication and Multimedia Design	69	63	31	39.4	39.4	15.4	
	B. Electrical Engineering	19	18	12	35.8	26.5	25.0	
	B. Higher Professional Education – ICT	170	149	135	35.4	30.5	23.9	
	B. Industrial Product Design	42	43	17	25.1	34.7	11.8	
	B. Mechatronics	69	51	30	50.0	44.3	29.4	
	B. Man and Technology	23	16	7	32.4	35.6	12.3	
	B. Spatial Development	20	9	6	44.4	30.0	17.1	
	B. Industrial Engineering and Management	61	37	16	58.7	48.1	21.9	
	B. Engineering Physics	49	24	13	48.5	26.4	15.3	
	B. Applied Mathematics	37	27	10	49.3	42.9	19.2	
	B. Mechanical Engineering	69	50	15	42.9	38.5	12.2	
	Total		758	592	356	41.4	36.1	20.2
	Total		3135	2771	1396	45.3	43.2	21.4

Appendix 5 Accreditation

Degree programme name	Associate / Bachelor / Master	Test	Decision	NVAO decision date
Mechatronics	Bachelor	Accreditation of existing degree programme	Positive	1 February 2023
Next Level Engineering	Master	Accreditation of new degree programme	Positive	1 February 2023
E-commerce	A.D.	Accreditation of new degree programme	Positive subject to conditions	16 February 2023
Online Marketing	A.D.	Accreditation of new degree programme	Positive	11 May 2023
E-commerce	A.D.	Accreditation of new degree programme – Prerequisites	Positive	20 June 2023
Social Work	A.D.	Accreditation of new degree programme	Positive	28 August 2023
Public Administration / Public Management	Bachelor	Accreditation of existing degree programme	Positive	8 September 2023

Appendix 6 Profiling Fund for Student Financial Support Financial Statements 2023

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 2023, 152 applications were received and processed by the committee.

Applications in 2023 by Faculty

Faculty	Total	Special circumstances	Administrative activities
Public Management, Law and Safety	34	4	30
Business, Finance & Marketing	12	6	6
Health, Nutrition & Sports	19	4	15
IT & Design	19	3	16
Management & Organisation	19	6	13
Social Work & Education	11	6	5
Technology, Innovation & Society	38	6	32
Total number of applications in 2023	152	35	117

The 2023 Profiling Fund in numbers

- A total of 152 applications were processed in 2023, including 117 applications related to administrative activities and 35 applications relating to special circumstances or activities.
- 136 applications were positively assessed:
- 34 applications were granted for special circumstances and activities:

Number	Circumstance
8	illness
2	special family circumstances (including informal care)
10	pregnancy and childbirth
7	disability
4	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 102 applications were granted for administrative activities.
- 6 times, Profiling Fund support was granted to non-EEA students in 2023. 1 for special circumstances and 5 for administrative activities.
- In 2023, support was granted for top-class sport twice (4).
- 9 applications were rejected and 7 were declared inadmissible.
- The number of applications processed in 2023 (152) is significantly higher than the number of applications in 2022 (116) and in 2021 (131).
- An average of 8.4 months (255 days) was allocated to Financial support for special circumstances. In 2022, 9.5 months and in 2021: 8.3 months.
- An average of 4.5 months (137 days) was allocated to Financial support for administrative activities. In 2021, 4.3 months and in 2021: 4.0 months.
- One objection was filed concerning a decision from the SFSC in 2023. The objection was withdrawn.
- The hardship clause was invoked five times in 2023.

Profiling Fund 2023 – Applications by Circumstance

Faculty	2023	2022	2021	2020	2019	2018
Administrative grants	117	95	92	93	107	100
<i>Administrative grants for student associations/organisations</i>	37	33	19	25	32	31
<i>Administrative grants for student associations</i>	72	56	64	66	65	64
<i>Membership of committees within The Hague University of Applied Sciences</i>	8	6	9	2	10	5
Illness	8	4	10	7	11	17
Disability	7	3	6	7	10	29
Pregnancy and childbirth	11	7	14	10	7	9
Special family circumstances	2	1	5	7	4	9
Top-class sport or similar high-level activities	4	2	2	4	0	2
Non-studyability	1	1	0	1	0	0
Personal circumstances	0	0	1	0	0	0
Illness combined with non-studyability	0	0	0	0	0	1
Illness combined with special family circumstances	1	1	1	5	1	3
Illness combined with special family circumstances combined with non-studyability	0	0	0	0	0	1
Illness combined with disability	1	1	0	3	2	2
Disability combined with special family circumstances	0	1	0	0	2	0
Disability combined with illness combined with special family circumstances	0	0	0	0	1	0
Special family circumstances combined with non-studyability	0	0	0	1	1	0
Pregnancy combined with non-studyability	0	0	0	0	0	1
Special family circumstances: informal care	1	1	4	5	5	5
<i>Applications rejected</i>	9	4	8	14	7	17
<i>Applications declared inadmissible</i>	7	0	0	3	5	2
<i>Applications on hold</i>	0	3	0	4	7	0
<i>Objections</i>	1	3	1	0	0	0
Total applications	152	116	131	138	146	174

Table: Applications Granted from Profiling Fund 2023

Description	Number of students	Total value of support granted in €	Average amount of support granted in €	Average duration of support granted
Students in situations of force majeure <i>Illness, disability, special (family) circumstances, informal care or non-studyable programmes, etc.</i>	Applications: 31 Granted: 30	107,695	3,590	8.7 months (265 days)
Officers of study associations, student associations & committees	Applications: 117 Granted: 102	182,944	1,794	4.5 months (137 days)
Other categories ¹ <i>Achievements in sports or culture, financial support to non-EEA students, and others.</i>	Applications: 12 Granted: 10	19,396	1,940	4.5 months (137 days)

Financial accountability Profiling Fund 2023

A total amount of € 212,760 was disbursed from the Profiling Fund in 2023. This is € 26,188 more than in 2022 (€ 186,572) and € 31,141 more than in 2021 (€ 181,619).

An amount of € 74,114 was paid out to students who received support from the Profiling Fund on the basis of special circumstances or activities. An amount of € 138,646 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 2023 relates to support granted in previous years.

Explanatory note

The total number of applications in 2023 (152) is significantly higher than in 2022 (116). The average number of months financial support granted for special circumstances (8.4) is lower than in 2022 (9.5), but almost to the same as in 2021 (8.3). The average number of months financial support for board-related support was granted (4.5) is slightly higher than in 2022 (4.3). The number of applications granted on the basis of special circumstances and activities (34) is significantly higher than in 2022 (20). The number of applications granted on the basis of administrative(-related) activities (102) is higher than in 2022 (89).

In recent years, the total amount disbursed to students from the Profiling Fund has decreased significantly. From € 427k in 2018 to € 186k in 2022. The main reason for this is the tightened conditions in the Profiling Fund regulations of the university since the 2017-2018 academic year (maximisation of the number of months of support per academic year and a maximum duration of disbursements from the fund). In addition, many students incurring a delay due to illness or disability appeal to 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.

Reintroduction of the basic grant

In 2023, the total amount disbursed increased again (€213k). This can be explained by the reintroduction of the basic grant. In the 2023-2024 academic year, the basic grant in higher education will apply not only to new students, but also to those already studying if they are still entitled to a performance-related grant.

The amount of financial support from the Profiling Fund is equal to the amount of the basic student grant; living away from home or at home plus any supplementary grant. Students living away from home will receive a one-off increase in the basic grant in the 2023-2024 academic year. In addition, the income limit of the supplementary grant - the maximum parental income to qualify for a supplementary grant - has been raised. This will allow more students to claim supplementary grants. This explains the increase in the total amount of distributions from the Profiling Fund.

This trend will continue into 2024. About half of the distributions in an academic year are awarded in the September-December period. These distributions awarded mainly concern administrative grants. However, payment of distributions awarded under the Profiling Fund largely takes place after December of that academic year, due to the application processing time and the moment of application. This means that distributions awarded in the first half of the 2023-2024 academic year mostly impact the realisation in the 2024 financial year.

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

Appendix 7 Annual Report on Practice-Oriented Research (POR)

In 2022, a format for practice-oriented research was adopted in the general meeting of the Vereniging Hogescholen (Association of Universities of Applied Sciences). Three minor textual additions have been proposed for the 2023 format for clarification purposes, that will improve its unambiguous application. It was also decided to include the completed format for practice-oriented research in its entirety in the Annual Report of the university of applied sciences from 2023. These appendices include a reflection thereof.

1.1 Strategy and Vision

Research at The Hague University of Applied Sciences is undergoing a major development. The centres of expertise continue work on the research vision 'Onderzoek versterkt' (Research Strengthened). In our new Knowledge Agenda 'Samenwerken aan transities' (Collaborating on Transitions), we encourage the development of our strategic partnerships, the further development of our research infrastructure and take another step forward in 2023 to continue increasing the impact of our research. The realisation of the Knowledge Agenda is also part of our Implementation Agenda of the Strategic Plan, as is the further development of the centres of expertise for which a project was started in 2023.

Knowledge Agenda

In its Strategic Plan, The Hague University of Applied Sciences expressed its ambition to further develop into a knowledge institution with a recognisable profile. That is why we prepared the Knowledge Agenda in 2023. With this Knowledge Agenda, we aim to further increase our social impact by:

- 1 strengthening collaboration in the education, research and society triangle;
- 2 deepening internal collaboration between faculties, centres of expertise and service departments;
3. raising the profile of The Hague University of Applied Sciences as a knowledge institute.

Achieving these three objectives requires focus. We combine our efforts on a limited number of themes uniting centres of expertise, faculties, services and external stakeholders. With the three themes specified below, we want to make our mark and be recognisable as a university of applied sciences.

- Fair coexistence; Collaborating on equal opportunities for a good life, health and education
- Transition to sustainability: Working on systemic transition towards balance and sustainability.
- Digital future: Digital technology for a just and sustainable society.

These three themes are where the substantive focus of research at our university of applied sciences will be in the coming years. We will structurally invest more in programmes, projects and initiatives around these themes, always in the triangle of education, research and the outside world. This allows everyone in The Hague University of Applied Sciences to contribute to the realisation of the ambitions in the Knowledge Agenda.

1.2 Research and Themes

Theme	Contribution to theme through centre of expertise...
Health and Wellbeing	Health Innovation
Educational and talent development	Global and Inclusive Learning
Resilient society: in the neighbourhood city and region	Governance of Urban Transitions
Key technologies and sustainable materials	Mission Zero, Digital Operations and Finance
Built environment sustainable and liveable	Mission Zero,
Sustainable transport and intelligence logistics	Digital Operations and Finance, Mission Zero
Sustainable agriculture water and food supply	Digital Operations and Finance

Energy transition and sustainability	Mission Zero
Arts and the creative industries	n/a
Responsible and innovative entrepreneurship	Mission Zero, Digital Operations and Finance
Security	Cyber Security
Tourism and hospitality	n/a
Other, namely	

CYBER SECURITY	DIGITAL OPERATIONS AND FINANCE	GLOBAL AND INCLUSIVE LEARNING	GLOBAL GOVERNANCE	GOVERNANCE OF URBAN TRANSITIONS	HEALTH INNOVATION		MISSION ZERO
<ul style="list-style-type: none"> • Cyber Security and Safety • Cyber Security & Cyber Crime • Network and Systems Engineering • Cyber security risk management and cyber security 	<ul style="list-style-type: none"> • Meaningful Marketing • Photonics • Smart Sustainable Manufacturing • Change Management • New Finance • Smart sensor systems • Platform Economics 	<ul style="list-style-type: none"> • Sustainable Talent Development • Philosophy and Professional Practice • Global Learning • Inclusive education • World Citizenship 	<ul style="list-style-type: none"> • Changing Role of Europe • Multilevel Regulation • United Nations Studies in Peace and Justice 	<ul style="list-style-type: none"> • Civic Technology • Metropolitan Development • Youth Services in Transformation • Public Governance 	<ul style="list-style-type: none"> • Data Science • Healthy Lifestyle in a Stimulating Environment • Impact of Sport • Oncological Care • Rehabilitation and Technology • Technology for Healthcare 	<ul style="list-style-type: none"> • Technology for Inclusive Exercise and Sport • Urban Ageing • Relational Care 	<ul style="list-style-type: none"> • Circular Business • Energy in Transition • Innovation Networks • Future Urban Systems • Public Procurement

Centre of Expertise	Faculty	Research Group	Lector name
Cyber Security	PMLS	Risk Management and Cyber Security	Peter Roelofsma
Cyber Security	ITD	Network and Systems Engineering Cyber Security	Gerard Hoekstra
Cyber Security	ITD	Cyber Security and Safety	Marcel Spruit
Cyber Security	ITD	Cybercrime & Cybersecurity	Rutger Leukfeldt
Digital Operations and Finance	BFM	New Finance	Martijn van der Linden
Digital Operations and Finance	BFM	Meaningful marketing	Hongli Joosten-Ma
Digital Operations and Finance	BFM	Platform economics	Nicole Stofberg
Digital Operations and Finance	Management & Organisation	Change Management	Jacco van Uden
Digital Operations and Finance	TIS	Photonics	Steven van den Berg
Digital Operations and Finance	TIS	Smart Sustainable Manufacturing	Jenny Coenen
Digital Operations and Finance	TIS	Smart Sensor Systems	John Bolte
Global and Inclusive Learning	BFM	Sustainable Talent Development	Ellen Sjoer
Global and Inclusive Learning	PMLS	United Nations Studies in Peace and Justice	Vacancy
Global and Inclusive Learning	PMLS	Multilevel Regulation	Barbara Warwas
Global and Inclusive Learning	ITD	Philosophy and Professional Practice	Chris Detweiler
Global and Inclusive Learning	ITD	Learning Technology and Analytics	Theo Bakker
Global and Inclusive Learning	Management & Organisation	Global Learning	Jos Beelen
Global and Inclusive Learning	Management & Organisation	Changing Role of Europe	Mendeltje van Keulen
Global and Inclusive Learning	SWE	Global Citizenship	
Global and Inclusive Learning	SWE	Inclusive Education	Naomi van Stapele
Governance of Urban Transitions	PMLS	Metropolitan Development	Katja Rusinovic
Governance of Urban Transitions	PMLS	Public governance	Henno Theisens
Governance of Urban Transitions	ITD	Civic Technology	Jos van Leeuwen
Governance of Urban Transitions	SWE	Youth Services in Transformation	Rob Gilsing

Health Innovation	HNS	Oncological care	Joke Korevaar
Health Innovation	HNS	Impact of Sport	Koen Breedveld
Health Innovation	HNS	Rehabilitation and Technology	Jorit Meesters
Health Innovation	HNS	Technology for Inclusive Exercise and Sport	Monique Berger
Health Innovation	HNS	Relational care	Yvonne van Zaalen
Health Innovation	HNS	Healthy Lifestyle in a Stimulating Environment	Sanne de Vries
Health Innovation	ITD	Data Science	Lampros Stergioulas
Governance of Urban Transitions	SWE	Urban Ageing	Joost van Hoof
Health Innovation	TIS	Technology for Healthcare (special lecturer)	Hemanth Ramanna
Health Innovation	TIS	Technology for Healthcare	Luc de Witte
Mission Zero	BFM	Circular Business	Kim Poldner
Mission Zero	BFM	Designing Value Networks	Liliya Terzieva
Mission Zero	TIS	Energy in Transition	Sander Mertens
Mission Zero	TIS	Future Urban Systems	Rizal Sebastian
Mission Zero	Management & Organisation	Public Procurement	Mirjam Kibbeling
		Unesco Chair in AI and Data Science for Society	Lampros Stergioulas

1.3 Income

Nature of the income released for research in this year		Realised income in € M in the year of the relevant Board Report
1	Research income 1st cash flow	15,582
2	Research income 2nd cash flow	3,334
3	Research income 3rd cash flow	2,464
4	Other funds for research not included in the above categories	
	Total budget for practice-oriented research	21,381

2.1 Integration in the Knowledge Ecosystem

2.1.1 Basic indicators for integration in the knowledge ecosystem

Currently, research at THUAS is organised along the lines of 6 centres of expertise, which are also registered as CoE (under development) with the Vereniging Hogescholen, but are also still under development.

Centre of Expertise ¹	Brief description of the Centre of Expertise
Cyber Security	Digital security is of major importance nowadays. The mission of the Cyber Security Centre of Expertise is to strengthen the cyber resilience of public and private organisations that are themselves less equipped for dealing with cyber threats.
Digital Operations and Finance	Researchers at the Digital Operations & Finance Centre of Expertise are working towards a 'fair economy'. Our research enables companies and entrepreneurs to use digital technology to reduce their footprint on space, resources, employees and fellow human beings.
Global and Inclusive Learning	Creating and justifying equal opportunities, for students and professionals. At the Global and Inclusive Learning Centre of Expertise, we explore the processes needed to make that happen. Like the processes for actively encouraging inclusive education and an inclusive society.
Governance of Urban Transitions	Urban development and city governance are two of the greatest challenges of the 21st century. The mission of the Governance of Urban Transitions Centre of Expertise is to contribute to an inclusive city.
Health Innovation	How do we ensure that children in wheelchairs can play sports? What do elderly people need to live independently at their homes for a longer period of time? And how can we help people recover faster after a medical procedure? The mission of the Health Innovation Centre of Expertise is to kickstart socio-technological innovations to promote the (positive) health of vulnerable citizens in a metropolitan context. The research was formed around the themes 'Prevention through nutrition and exercise', 'Inclusive exercise and sport' and 'Long-term care, housing and well-being'.
Mission Zero	The mission of Mission Zero Centre of Expertise is: 'To empower learners to create a sustainable future'. Our vision creates an economy that runs on renewable energy and reusable resources and materials. In other words: no new raw materials and unsustainable energy.

A. *Shaping connection with the region.* Indicate how cooperation with the region has been shaped and how cooperation with the region has been strengthened over the past year. Supplement this with three striking examples.

¹ Add more rows if required Association framework of Centres of Expertise.

The Hague University of Applied Sciences wants to be the trusted knowledge partner for both international and regional partners in order to contribute emphatically to solutions and innovations for societal challenges.

This is why we participate in key alliances in our role of knowledge institution. Led by The Hague University of Applied Sciences, the Zuid-Holland Impactalliantie (ZHIA; South Holland Impact Alliance) was developed further. On 27 November 2023, ZHIA was launched - formally and to the outside world - with a festive gathering at The Hague University of Applied Sciences. In this cooperation, the four broad South Holland universities of applied sciences (InHolland, Leiden University of Applied Sciences, Rotterdam University of Applied Sciences and The Hague University of Applied Sciences) give a strong impetus to practice-oriented research in the province. We help solve the major societal challenges of the region and contribute to the Human Capital Agenda and the earning potential of South Holland. ZHIA focuses on healthcare, AI, wellness and sustainability, working towards 2028 on these topics.

In addition, our centres of expertise translate our ambitions into numerous collaborative efforts. Some examples are listed below: ZHIA is a great example of an institution-wide research partnership, together with the four other broad universities of applied sciences in South Holland. Together with these four universities of applied sciences in South Holland and the three universities of South Holland, we also collaborate in the Medical Delta where we make major contributions to things like the progress of the Better In Better Out Living Lab.

We also collaborate thematically on the Mission-Driven Innovation Policy on the six main societal challenges described in the Knowledge and Innovation Agendas (KIAs). Here, we highlight the involvement of our Mission Zero Centre of Expertise in the KIA for energy and sustainability, circular economy and social earning power, as well as our Health Innovation Centre of Expertise in the Health and Care KIA, and the Cybersecurity Centre of Expertise in the Security KIA.

2.1.2 Choice indicators for integration in the knowledge ecosystem

Number of current covenants/cooperation agreements with third parties. How many current covenants/cooperation agreements does your institution have with (knowledge) partners - e.g. universities, TO2, (KNAW/NWO) institutes, RKIs and ROMs. Please indicate who the (knowledge) partners of these cooperations are.

- THUAS has 93 centrally registered cooperation agreements. The type of partners varies, also because, as a broad knowledge institution, THUAS has a wide range of faculties and lecturers seeking cooperation with different partners. Besides these formal partnerships, there is (probably) a plethora of (in)formal collaborative arrangements between centres of expertise and research groups with (knowledge) partners and professional practice.
 - Examples where the differences become apparent:
 - The Health Innovation Centre of Expertise has a cooperation agreement with GGD Haaglanden.
 - The Faculty of Public Management, Law and Safety (PMLS) has a cooperation agreement with the Municipality of The Hague: priority areas and district agendas.
 - The Faculty of Management and Organisation (M&O) has a cooperation agreement with four universities of applied sciences and the Central Government: the Innovatiewerkplaats Publieke Inkoop (IWP, the Public Procurement Innovation Workshop), consisting of, among others, a shared special research group.
- a. **Three examples of successful cooperation with (knowledge) partners.** Describe some successful collaborative efforts and indicate why they are successful.
- b. **Overview of other formal and sustainable collaborative efforts, such as (fieldlabs/living labs)** of importance for the research strategy of your institution.

As The Hague University of Applied Sciences, we have a large number of city, field and living labs. In labs, students, lecturers and researchers work together with external partners on very concrete practical issues. While learning and experimenting, a lab provides the space to arrive at innovative solutions.

A lab is a virtual or physical environment in which education, research and the professional field interact dynamically, which is appropriate in a society subject to rapid change. In this space, they work together as equal partners on solutions to bigger problems ('wicked problems') that require a multidisciplinary approach. Each from his or her expertise, discipline and motivation.

The Hague University of Applied Sciences has a diverse range of labs. We have a lab looking at technological innovations encouraging a healthy lifestyle. In this lab, we collaborate with healthcare professionals in the region. Other labs connect students and SMEs on issues of digitisation or internationalisation. At its core, a lab is a flexible experimentation environment where collaboration takes place on the basis of equality.

The full list of labs can be found on the website: **THUAS Labs | The Hague University of Applied Sciences**

c. **Number of inauguration speeches or research conferences organised by your institution.** Indicate which larger meetings relevant to research have taken place in the past year, that have contributed to the connection/integration of practice-oriented research in the knowledge ecosystem.

- **Inauguration speeches in 2023**

- 30-1-2023 Inaugural lecture Relational Care Lector
- 16-3-2023 Inaugural lecture Purposeful Marketing Lector
- 13-4-2023 Inaugural lecture Future Urban Systems Lector
- 14-11-2023 Inaugural lecture Medical Delta Lector

- **Research conferences in 2023:**

- 19-1-2023 TPM 8 Meeting of European project SMILES on media literacy
- 23-3-2023 Event: 'Op weg naar werkbare regelgeving voor de Europese platformeconomie' (Towards workable regulations for the European platform economy)
- 13-4-2023 Sensor Data Challenge - 'Vinden en Verplaatsen' (Finding and Moving) - THUAS - Statistics Netherlands and RIVM (National Institute of Public Health and Environmental Protection)
- 17-4-2023 Mediation Awareness Week, first edition
- 25-5-2023 Symposium 'Stap voor stap naar een gezonde leefstijl van de jeugd' (Step by step towards a healthy lifestyle for youth)
- 28-6-2023 Symposium 'Boemerangbeleid' (Boomerang Policy)
- 6-9-2023 Conference: The future of our money system: What do we water and what not?
- 9-10-2023 Symposium: 'De rol van de kinderopvang in de Haagse Kansrijke Start' (The role of childcare in the Haagse Kansrijke Start)
- 27-10-2023 Symposium 'Polarisatie en Verbinding' (Polarisation and Connection)
- 8-11-2023 Symposium 'Rondom het Kind: over de samenwerking tussen ouders, primair onderwijs en jeugdhulp' (Surrounding the Child: on cooperation between parents, primary education and youth aid).
- 8-11-2023 Your career and the SDGs, workshop at the Talent for Good Fair organised by The Hague Humanity Hub and The Hague University of Applied Sciences
- 21-11-2023 Steward-ownership as a foundation for sustainable businesses

d. **Participation² in the applications below:**

	Total number of applications granted in which your university of applied sciences is involved as lead applicant	Total number of applications granted in which your university of applied sciences is involved as a co-applicant
Mission-driven innovation and top sectors policy	5	10
National Science Agenda	0	1
Growth fund	0	0
European research programmes (e.g. Horizon, Interreg)	0	2
Other applications with knowledge partners...	13	21

² Participation in application involves active participation in the research project and receiving a grant for it.

2.2 Quantitative Sustainability and Expansion

This spending target focuses on the expansion and sustainability of research groups. This spending target contributes in particular to the fourth ambition of the strategic agenda: strengthening the research culture and structure.

Basic indicators of quantitative sustainability

Table: staff deployment³

Category*	Total number (N)	Total FTEs on average on an annual basis
Lectors	38	29.8
Researchers and lecturer-researchers	275	92.0
Number of professional doctorate candidates (from 2023)	N/A	N/A
Doctoral candidates	44	9.2
Post-doctorates	N/A	N/A
Research support	54	30.8
Total research staff	permanent appointment	temporary appointment
Appointment of lectors	17	Percentage of lectors on fixed-term contracts: 55%
Average size of lector appointments at university of applied sciences (in FTE)	0.78fte	
Number of lectors <u>also</u> holding a position in the corporate sector, a university or other institute ⁴		

*See Appendix 3 for category definitions.

2.3 Qualitative Sustainability and Expansion

For the third spending goal, the focus is on expanding the quality of practice-oriented research. This spending target focuses on the third and fourth ambition of the strategic agenda: strengthening the culture of quality, and strengthening the internal research culture/structure.

Basic indicators of qualitative sustainability

A. Quality assurance practice-oriented research

The Hague University of Applied Sciences is committed to high-quality and socially relevant research. A PDCA cycle for research is put in place to ensure this aspect. To support the centres of expertise, a guide was created in collaboration in 2023 to support the 'Midterm Review'. In this Midterm Review, the four principles of the 'Brancheprotocol Kwaliteitszorg Onderzoek' (BKO, the Sector Protocol for Quality Assurance in Research) 2023-2028 are taken as a starting point.

³ The reference date is 31 December of the year.

⁴ These lectors holding another position are thus part of the total number of lectors given above.

In 2023, the Global and Inclusive Learning Centre of Expertise went through the midterm review. The outcome was positive, especially as useful recommendations were made for further development of the centre of expertise, both in terms of content and quality. Two centres of expertise already had their turn in 2022, and the other three centres of expertise are scheduled to go through the midterm review in 2024. In 2023, no research units were inspected.

B. Examples

Give three examples of relevant contributions over the past year to the connection between professional education and the labour market and three examples of a successful contribution of practice-oriented research to education, and explain why they are successful.

3 examples: connection professional education and the labour market

HBO-ICT 'the challenge': All students attending the HBO-ICT degree programme are immediately faced with The Challenge. This 20-week project links societal challenges to ICT issues. The Challenge is all about achieving the United Nations' Sustainable Development Goals (SDGs), aimed at ending poverty, inequality and climate change. ICT solutions play an important role here. After completing The Challenge, students have found their place at school and gained a realistic idea of their future challenges as ICT professionals

Trashure

In Trashure, The Hague University of Applied Sciences, together with two SMEs - i-did, a social enterprise that makes felt designer products from recycled textiles, and sustainable couture designer Ronald van der Kemp (RVDK) - look at how to reach a large mainstream audience with products made from textile waste. The intended outcome is a sustainable business model that focuses on the role of design for commercialisation and a wide acceptance of circular textiles.

The teacher shortage is indeed a major societal problem. To address this and eventually increase the number of qualified teachers, the PABO (primary education teacher training) at The Hague University of Applied Sciences is now offering 'Jonge Kind' (Young Child) micro-credentials. These micro-credentials are for senior secondary education level 4 (MBO-4) teaching assistants who do not immediately want to follow the entire PABO degree programme. With this flexible and targeted programme, they can gain additional in-depth knowledge and skills as regards young children, within three months. This allows them to expand on their expertise and better respond to the needs in education, which in the long run can contribute to reducing the teacher shortage.

Organising an interesting workshop, organising, coordinating and coaching at the football pitch, or joining the management: The collaboration between the Sports Science degree programme and ADO Den Haag gives students the chance to gain special work experience early on. The value of sport and exercise is only increasing in contemporary society. At the Sportcampus Zuiderpark, they get a good feeling for the societal aspects of sport by working with ADO Den Haag.

3 examples: practice-oriented research relating to education

At the DC Lab Delft, the Faculty of TIS, and Mission Zero Centre of Expertise; research into the use of direct-current (DC) voltage has been conducted within the THUAS for some time now. During the energy transition, the use of DC voltage will play an important role. In the DC Lab, students and researchers are working together on practical DC solutions for industrial sustainability issues. This leads to a regular flow of scientific publications. To further raise awareness of the applications of direct current among students, internships and graduation projects are also offered within the Energy in Transition Research Group.

The Hague AI & Data Lab; the use of AI, digital technology and data provides opportunities for businesses and organisations to change. Through the The Hague AI & Data Lab, companies and organisations can explore their questions on the use of AI and data science together with THUAS.

Human Factor Lab; this lab measures cyber behaviour. The experiments are developed and implemented together with organisations and companies. This provides these organisations with insight into what measures are effective for improving cyber security. In this context, students from THUAS are conducting research among SMEs to raise awareness.

'Wijkparticipatie Schipperskwartier' (Schipperskwartier District Participation) – 'Buurtcentrum Vliethage' (Vliethage Community Centre) took on the 'Wijkparticipatie' (district Participation) challenge! Residents, students and professionals joined forces to strengthen resident engagement and participation in Schipperskwartier. Together, they looked for new ways of bringing residents and the neighbourhood together.

C. Job classification system

Have any activities been carried out this year for the further development of the job classification system for research, and what did those activities consist of? Think of activities such as: tightening job descriptions, providing support for the professional development of researchers, offering more research jobs or positions, offering career prospects for researchers within the institution, and so on.

Answer: In addition, the job series for lectors has been updated. The professional development range is further explained in Section 2.3.2.

D. Diversity and inclusion within research

What activities were undertaken this year to promote diversity and inclusion of research staff; e.g. with respect to drafting a Gender Equality Plan or instituting an Equality of Opportunity Plan, and suchlike?

Answer: The EB of The Hague University of Applied Sciences adopted the Gender Equality Plan (GEP) in 2022. This plan can be found on our website: **Gender Equality Plan (dehaagsehogeschool.nl)**. The GEP includes a specific section on diversity and inclusion within research. Our Inclusive Education Lector co-authored the plan. In addition, 'An inclusive community' is 1 of the 4 strategic themes in our Strategic Plan.

THUAS is committed to a diverse workforce and an inclusive working and learning environment, on a scale surpassing research. Key efforts included holding inclusion sessions at faculties and centres of expertise to promote an inclusive working and learning environment. These sessions are aimed at raising awareness, promoting understanding and fostering an inclusive culture. Having open conversations can encourage positive change, leading to improved team and learning performance. Faculties indicate that these sessions help to promote dialogue and this creates a changing mindset where staff are aware of different perspectives. Important milestones also included the signing of the UN Convention on Inclusive Education, the launch of the free menstrual products pilot and the Covenant Haagse Dreamers (The Hague Dreamers Covenant) initiative, aimed at accessibility and support for undocumented youth in education. These initiatives helped create an inclusive university for diverse communities where everyone feels valued.

2.3.2 Choice indicators qualitative sustainability

You can choose which indicators are relevant to your institution. However, please aim to be as comprehensive as possible and closely follow the definitions of the indicators as mentioned below.

a) Professionalisation activities: staff

What activities have been undertaken in order to professionalise research staff (such as training)?

The HCTL develops activities and makes these available, together with research groups and other partners. For pre-PhD researchers, starting and senior lecturer-researchers, lectors and project leaders, learning arrangements are available within and outside the university of applied sciences. This includes scope for customisation and individual advice. The standard range offered includes learning networks, pit stops and learning courses. Last year's efforts included:

- The Rules & Regulations for Researchers Masterclass. This masterclass gives you a 90-minute tour of the new laws and regulations that are important for research design, data collection, analysis and reporting. This includes copyright, privacy regulations (AVG/GDPR), open access, BQE for practice-oriented research and the Dutch Code of Conduct for Scientific Integrity.
- Building blocks for practice-oriented research course. This course is aimed at senior researchers with an 'learn-in' assignment, to realise e.g. grants. The course consists of five modules that follow the research cycle: project proposal, strategic networking, phrasing of the research question and valorisation, research design and project leadership. The course is held annually in a partnership with thirteen universities of applied sciences and SIA (Stichting Innovatie Alliantie: Innovation Alliance Foundation).
- PhD network - This is a learning network for employees who are orientating, preparing or have been active in a PhD track for some time.

b) What has your institution done in terms of Open Science activities?

Requests for support around research data management come from all centres of expertise. The requests mostly concern the preparation of data management plans (DMPs) for SIA and ZonMw (experienced researchers), for NWO (doctoral candidates) and internal DMP for research projects without grants (researchers at different levels). This advice is accompanied by an explanation of Research Drive for the secure storage of research data.

Universities of applied sciences work together to develop knowledge, tools and workflows and act together to create support for Research Data Management (RDM) and Open Science in higher professional education. We bring in knowledge and experience from other universities of applied sciences and in addition, we present ourselves as an institution where RDM is done at a good level.

The national Digital Competence Center Praktijkgericht Onderzoek (DCC-PO, the Digital Competence Centre for Applied Research) collaborates with other key partners such as SURF, DANS, NWO, ZonMw, etc. THUAS has an active role in the DCC-PO, making a positive contribution to the strengthening of our research support for the centres of expertise through:

- Professionalisation of data stewards (training opportunities from DCC-PO)
- Participation in a strong and growing network raises the profile of The Hague University of Applied Sciences
- Opportunity to collaborate with other universities of applied sciences for key parties such as SURF, grant providers, data repositories, eScience Centre, and so on.
- Manuals, tools and guidelines are produced in collaboration with other universities of applied sciences. Individual universities of applied sciences do not have sufficient capacity for that purpose.
- For research support staff within universities of applied sciences, the DCC-PO fulfils the role of RDM and Open Science community.

c) Presence of research information system.

THUAS does not have a research information system. Sharepoint is used to record research output (publications, education materials, etc.). However, procurement of such a system is being explored.

d) Presence of data management systems.

Please indicate whether your institution has a data management system (yes/no).

The Hague University of Applied Sciences works with Research Drive - secure data storage during a research project. The infrastructure for research data management (RDM) has already been put fully in place. With this, the university meets its obligations under the Code of Conduct on Scientific Integrity and the requirements of research funding providers. In addition, 'research data stewards' are active 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.

e) Involve participation bodies in research within the institution and/or researchers in strategy and policy-making.

In 2023, research and research policy continued to be shaped together with informal and formal participation bodies. The Knowledge Agenda was developed in 2023, defining three themes that will increase the impact of THUAS as a knowledge institution. This Knowledge Agenda was drawn up with the participation of others, including various participation bodies, the centres of expertise and faculties. Also, all annual plans of the centres of expertise are reviewed by the Centre of Expertise Council (a specific participation body focused on research). In addition, various steering and project groups always involve researchers.

Appendix 8 Reflection of Study Advance Funds 2023

General Council, May 2024

In 2019, quality agreements came into effect for the first time at The Hague University of Applied Sciences to replace student grants, with the aim of investing directly in education. The funds made available are intended to improve the quality of education within the institution and are divided into central and decentralised funds. The spending of central funds is recorded in the budget. After the abolition of the loan system, there was initially uncertainty about the continuation of these funds; but according to our current knowledge, these funds continue under the heading of lump sum. Decentralised funds are spent by the faculties to improve education, tailored to the needs of each faculty as set out in the faculties' annual plans and budgets. The General Council keeps an annual record of the participation process in relation to these resources within the faculties.

Central Study Advance Funds

The central study advance funds play a crucial role in improving the student experience and in promoting the overall quality of education within The Hague University of Applied Sciences. These funds are used in several strategic areas, including promoting a sense of belonging, providing support, and improving student information.

Sense of Belonging

A strong sense of belonging is essential for the wellbeing and academic performance of students. This is why funds have been used to support activities and initiatives that promote social cohesion and engagement among students. This includes organising events, workshops and programmes focused on inclusivity and diversity. Through these activities, students feel a greater sense of belonging when it comes to the university community, which contributes to their motivation and perseverance.

Support

Significant investments have been made to expand the team of student counsellors, to support students during their studies. This expansion allows for more personalised and targeted counselling, which is essential for students who need help with academic and personal challenges. Moreover, the number of student psychologists has been increased, especially during busy periods such as exam weeks. These psychologists provide essential support for mental health issues, contributing to a better study experience and increased student satisfaction.

Information Provision

Transparent and accessible information provision is another area for which the central study advance funds are used. Several initiatives have been funded to improve communication channels so that students are informed on time and adequately about important issues such as timetable changes, study opportunities and support services. This includes the development of advanced digital platforms and tools that enable students to have easy access to the information they need.

Social Safety

A safe learning environment is invaluable for student wellbeing. Therefore, significant investments have been made to expand the social safety team. This team is responsible for developing and implementing policies and initiatives aimed at ensuring a safe and supportive environment for all students. This includes training and workshops on social safety, as well as the deployment of confidential counsellors and support teams that are readily available to students in need.

Concrete Actions and Outcomes

Some concrete actions that could be taken, thanks to these central study advance funds, include:

- **Expansion of the team of student counsellors:** The number of student counsellors has been increased to better support students in their study planning and personal development.
- **Strengthening student psychologists** During peak periods such as interim exam weeks, the team of student psychologists is expanded to be able to respond quickly and effectively to the increasing demand for mental health care.
- **Expansion of the social safety team:** More staff have been appointed who focus on promoting a safe and inclusive environment within the university of applied sciences.
- **Improving digital information platforms:** The development and implementation of user-friendly digital platforms have ensured that students can easily and quickly access key information and support services.

Together, these measures have contributed to a more supportive and inclusive learning environment, where students feel safe and engaged. Through the targeted use of central study advance funds, The Hague University of Applied Sciences remains committed to the continuous improvement of educational quality and the student experience.

Decentralised Study Advance Funds

The decentralised study advance funds are used within faculties to address specific challenges, especially in the areas of educational development and mental wellbeing. These funds offer faculties the flexibility they need to make targeted improvements that meet the unique needs and priorities of their students and staff.

Educational Development

A key focus area for the decentralised study advance funds is the development and innovation of the range of education on offer. Faculties use these resources to implement innovative teaching methods and technologies that contribute to a more dynamic and effective learning process. This may include, for example, developing new teaching materials, training lecturers in modern education techniques, or introducing new courses and programmes that align better to current and future labour market needs.

Mental Wellbeing

Crucially, the decentralised study advance funds are also used to promote mental wellbeing. Faculties invest in programmes and services that support the mental health of students. This includes offering counselling and psychological support, organising wellbeing workshops and training courses, and creating quiet and supportive study spaces. Through these initiatives, students feel better supported and are better able to cope with stress and other mental health challenges.

Cooperation between Management and Participation

There are positive comments on the cooperation between management and participation in the spending of these funds. This collaboration is crucial for ensuring transparency and accountability in the use of funds. Annual plans and budgets are carefully prepared and discussed, with input from both students and staff to ensure that funds are used effectively.

Administrative Challenges

Despite the positive collaboration, some challenges remain. The process of consent and advice is often seen as an administrative process that is not always directly related to improving educational quality. This may lead to frustrations and inefficiencies, as bureaucratic burdens sometimes hinder the rapid and effective implementation of improvements.

Constraints on Adjustment

The limited room for adjustment of previously made (multi-year) agreements is another bottleneck. The rigid structure of these agreements can lead to faculties struggling to respond flexibly to changing circumstances, such as declining student numbers. In some cases, this has led to the need to discontinue or reduce activities.

Specific Examples of Use, Deployment and Shifts

The use of quality funds within faculties is largely fixed, allocated to the open-ended employment of lecturers. This was one of the original goals under themes 1 and 2 of the multi-year plan. However, there are also situations where re-allocations have been made. An example of this is the Faculty of Management and Organisation (MO), where students indicated that they would like to allocate more resources to study career counselling than to pre-enrolment study information. This feedback has led to adjustments in the allocation of resources, showing that there is some flexibility and responsiveness within the system.

In conclusion, the decentralised study advance funds play a vital role in improving education and student wellbeing within faculties. While there are positive collaborations between the management and participation bodies, some challenges remain, especially in terms of administrative duties and the limited scope for adjustment of agreements. It is crucial that these resources continue to be deployed in a way that is flexible and responsive, so that they can effectively contribute to the ever-changing needs of students and the educational institution as a whole. By fostering ongoing dialogue and cooperation, The Hague University of Applied Sciences can continue to strive for excellence in education and student support.

Few Changes and Agility

In 2023, the changes made to plans and implementation were limited. The quality of dialogue on quality funds varies widely and depends on the size and quality of the dialogue participants. Reflection on target achievement is not covered as often as intended activities.

It is noted that the topics of Quality Agreements and NPO funds need to be explained again each year due to frequent changes in the composition of degree programme committees and faculty councils. This leads to a formal and compulsory nature of the discussion, with added value sometimes perceived as insufficient.

For the future, it is recommended that less detailed agreements be made and a more generic approach adopted. This provides both clarity and agility, which is essential in a dynamic environment. Participation bodies should play an important role in this, by staying involved in the issue of education quality.

Objectives and Dialogue

The targets are largely met, but not exclusively using study advance funds and NPO funds. It is important to have an ongoing dialogue with students and faculties about the activities undertaken and their effectiveness. For the future use of study advance funds, it is necessary to structurally secure the support of the EK&C Service and to select more large-scale projects for sustainable and structural deployment.

In conclusion, the implementation of quality agreements at The Hague University of Applied Sciences in 2019 led to targeted investments in educational quality, both centrally and decentrally. Despite positive signals about the cooperation between the management and participation bodies, it remains a challenge for faculties to have the use of funds clearly reflected their budgets. However, support on financial issues is appreciated while striving for transparency and efficient use of available funds to continuously improve educational quality.

Appendix 9 Participation Elections 2023

Election data	2023		2022	
	Student	Staff	Student	Staff
Number of vacant seats on the participation councils	120	131	101	88
Number of candidates	220	118	150	61
Number of election districts	55	62	50	57
Number of districts with vacant seats	52	59	41	43
Number of districts with elections	30	12	18	8
Number of districts without elections	25	50	23	35

Voting figures	Total		2023		2022	
	2023	2022	Student	Staff	Student	Staff
Number of persons with voting rights	54,844	35,817	52,314	2,530	35,250	567
Number of votes cast	4,160	2,030	2,920	1,240	1,746	284
Turnout percentage	7,60%	5,7%	5,60%	49,00%	5,00%	50,00%

Faculty of BFM								
Electoral district	Total number of seats		Vacant during elections		Held after elections		Vacant	
	Student	Staff	Student	Staff	Student	Staff	Student	Staff
General Council	2	1	2	1	2	1	0	0
Faculty Council	6	6	4	6	6	6	1	0
Degree programme committees:								
Accountancy	3	3	3	3	0	3	3	0
Commercial Economics	3	3	3	3	0	2	3	1
Finance & Control + A.D. Finance & Control	3	3	1	1	3	3	0	0
International Business	4	4	2	3	4	4	0	0
Entrepreneurship & Retail Management	3	3	1	3	3	2	0	1
Masters BFM*	3	3					1	1

*Because of the specific population, a different composition method is used for the master's degree programmes than for elections.

Faculty of PMLS								
Electoral district	Total number of seats		Vacant during elections		Held after elections		Vacant	
	Student	Staff	Student	Staff	Student	Staff	Student	Staff
General Council	2	1	2	1	2	1	0	0
Faculty Council	6	6	5	4	6	6	0	0
Degree programme committees:								
Public Administration / Government Management								
- Public Administration / Government Management	2	2	1	1	2	1	0	1
- English Stream: IPPL	1	1	0	1	1	1	0	0
Higher Professional Education - Law:								
- Higher Professional Education - Law	2	2	2	1	2	2	0	0
- English Stream: Law	2	2	2	2	2	2	0	0
Integrated Safety Management								
- Integrated Safety Management	2	2	2	2	1	1	1	1
- English Stream: SSMS	2	2	2	2	2	0	0	2

Faculty of Health, Nutrition and Sport								
Electoral district	Total number of seats		Vacant during elections		Held after elections		Vacant	
	Student	Staff	Student	Staff	Student	Staff	Student	Staff
General Council	2	1	2	1	2	1	0	0
Faculty Council	6	6	4	4	6	3	2	3
Degree programme committees:								
Skin Therapy	3	3	2	2	3	3	0	0
Secondary education teacher Grade 1 Physical Education	3	3	2	2	2	3	1	0
Man and Technology	3	3	0	3	3	3	0	0
Nurse Training	3	3	1	1	3	2	0	1*
Sports Science								
- Sports Science	2	2	2	2	0	1	2	1
- English Stream: ISPM	1	1	1	1	1	1	0	0
Nutrition and Dietetics	3	3	3	2	3	3	0	0
Nurse Training	3	3	3	3	3	3	1	0

*Seat was left after 16 March 2023, determination of vacant seats; no candidates for this seat.

Faculty of ITD								
Electoral district	Total number of seats		Vacant during elections		Held after elections		Vacant	
	Student	Staff	Student	Staff	Student	Staff	Student	Staff
General Council	1	1	0	0	1	1	0	0
Faculty Council	6	6	5	5	6	3	1	3
Degree programme committees:								
Applied Data Science & Artificial Intelligence	3	3	3	3	2	1	2	2
B. Communication Multimedia Design	3	3	1	1	1	2	2*	1
Higher Professional Education - ICT	4	4	3	4	4	2	0	3
Masters ITD**	2	2					0	0

*Seat was left after 16 March 2023, determination of vacant seats; no candidates for this seat.

**Because of the specific population, a different composition method is used for the master's degree programmes than for elections.

Faculty of Management and Organisation								
Electoral district	Total number of seats		Vacant during elections		Held after elections		Vacant	
	Student	Staff	Student	Staff	Student	Staff	Student	Staff
General Council	1	1	1	1	1	1	0	0
Faculty Council	6	6	5	6	6	6	0	0
Degree programme committees:								
Business Administration	3	3	1	3	3	3	1	0
Communication	3	3	3	2	0	2	3	1
European Studies	4	4	2	2	4	4	0	0
Facility Management + A.D. Facility Management	3	3	3	3	1	3	2	0
Human Resource Management	3	3	2	1	3	2	1	1
Master Organisation Coaching*	2	2					1	1
Master International Communication Management*	2	2					2	2
Master Integral Business Operations*								
Communication	2	2					0	1

*Because of the specific population, a different composition method is used for the master's degree programmes than for elections.

Faculty of SWE								
Electoral district	Total number of seats		Vacant during elections		Held after elections		Vacant	
	Student	Staff	Student	Staff	Student	Staff	Student	Staff
General Council	1	1	1	1	1	1	0	0
Faculty Council	6	6	5	6	2	4	5	2
Degree programme committees:								
Primary Education Teacher Training	3	3	3	2	1	2	2	1
Education Studies	3	3	2	1	3	3	0	0
Social Work	4	4	2	4	4	2	0	2

Faculty of TIS								
Electoral district	Total number of seats		Vacant during elections		Held after elections		Vacant	
	Student	Staff	Student	Staff	Student	Staff	Student	Staff
General Council	1	1	1	1	1	1	0	0
Faculty Council	6	6	3	4	6	6	0	0
Degree programme committees:								
Architecture and Construction Engineering	3	3	3	2	1	3	2	0
Process and Food Technology	3	3	1	2	3	1	1	2
Civil Engineering	3	3	3	2	2	2	1	1
Electrical Engineering	3	3	3	1	0	2	3	1
Industrial Product Design								
- Industrial Product Design	2	2	2	2	2	1	0	1
- English Stream: IDE	1	1	1	1	1	1	0	0
Mechatronics	3	3	3	3	3	3	0	0
Spatial Development	3	3	2	1	3	2	0	1
Industrial Engineering and Management	3	3	2	1	3	2	0	1
Engineering Physics	3	3	2	2	3	3	0	0
Applied Mathematics	3	3	2	1	3	3	0	0
Mechanical Engineering	3	3	1	3	3	0	0	3
Master Next Level Engineering*	2	2					2	2

*Because of the specific population, a different composition method is used for the master's degree programmes than for elections.

Central services								
Electoral district	Total number of seats		Vacant during elections		Held after elections		Vacant	
	Staff		Staff		Staff		Staff	
General Council	3		2		3		1	

Service Council								
Electoral district	Total number of seats		Vacant during elections		Held after elections		Vacant	
	Staff		Staff		Staff		Staff	
Business Operations & Control Service (B&C)	1		1		1		0	
Office of the Board (OB)	1		0		1		0	
Facilities & IT Service (F&IT)	2		1		1		1	
Human Resource Management Service	1		0		1		0	
Education, Knowledge & Communication Service	2		2		2		0	

Centres of Expertise Council								
Electoral district	Total number of seats		Vacant during elections		Held after elections		Vacant	
	Staff		Staff		Staff		Staff	
Centres of Expertise Council	3		2		3		0	

Appendix 10 Appeals and Objections, by Topic

Annual Report 2023

In calendar year 2023, the Examination Appeals Board received **785** notices of appeal. The sharp increase in appeals is partly because the binding study advice (bsa) has not been issued for the past two years. In 2023, bsa were issued once again.

The Disputes Resolution Committee (DRC) received **88** appeals in the year under review.

In the previous calendar year (2022), 593 and 71 appeals and objections were received, respectively.

College van Beroep voor de Examens (CBE; Examination Appeals Board)

Students filed appeals against the following decisions:

• BSA	257
• Examinations	125
• Grades assessment of examinations	220
• Internship graduation	57
• Measure	56
• Minors	36
• Other	30
• Admission Committee	4

As regards the 785 appeals filed:

• Declared inadmissible, appeals not completed in time	48
• Student acquiesces in decision	41
• Withdrawn by student	211
• Withdrawn by student based on settlement offer	289
• Withdrawn by student based on defence	86
• Appeal settled after hearing	3
• Appeal declared unfounded	54
• Appeal declared founded	14
• Appeal inadmissible after hearing	12

At the time of writing this Annual Report, 27 appeals are still pending.

Council of State

A total of seven students have filed an appeal against a decision of the Examinations Appeals Board with the Council of State (Raad van State; RvS).

The outcomes of these cases are as follows:

Qualified	1
Declared founded	2
Declared unfounded	1
Declared inadmissible	1

During the preparation of the Annual Report in calendar year 2023, two cases are still pending before the Council of State.

Dispute Resolution Committee (DRC)

Students filed objections against the following decisions:

• Tuition fees	13
• Student Financial Support Committee	2

• Erasmus grant	3
• Registration for examinations	2
• Enrolment in degree programmes	42
• Momi	14
• Order measure	1
• Disenrolment	8
• Internship	1
• Other	2

As regards the 88 appeals filed:

• Declared inadmissible, objection not completed in time	-
• Student acquiesces in decision	4
• Withdrawn by student	19
• Withdrawn by student based on settlement offer	27
• Withdrawn by student based on defence	17
• Objection settled after hearing	3
• Objection declared unfounded	4
• Objection declared founded	1
• Objection inadmissible by Disputes Resolution Committee	5

At the time of writing, 8 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 96 complaints in the year under review (71 complaints were filed in 2022). Complaints related to matters like graduation and support, entering grades, lecturer/examination board, examinations and graduation delays. Five cases were filed and eventually resolved with a settlement agreement. These related in particular to insufficient study support and study delays.

As regards the 96 complaints:

• Declared inadmissible	7
• Settled with settlement agreement	5
• Settled with the student	6
• Withdrawn by student	18
• Declared founded	22
• Declared partly founded	9
• Declared unfounded	23

At the time of writing this Annual Report, 6 appeals are still pending.

Appendix 11 Portfolio Distribution Through 2023

Portfolio distribution as of 1 January 2023 to 1 May 2023

	Dr E.M. (Elisabeth) Minnemann - chairperson	Drs A. (Arend) Hardorff	Drs H.G.L.M. (Hans) Camps LL.M. - member
Topics	Chairing 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 Graduates Portfolio Quality care Education for professionals Internationalisation (International Office)	Financial policy Planning & Control HRM policy Information Technology Facilities General Data Protection Regulation (GDPR), including Data Protection Officer (DPO) Ombudsman staff
Faculties	Faculty of Public Management, Law and Safety (PMLS)	Faculty Health, Nutrition & Sports (HNS) Faculty of Technology, Innovation & Society (TIS) Faculty IT & Design (ITD) Faculty of Social Work & Education (SWE)	Faculty of Business, Finance & Marketing (BFM) Faculty Management & Organisation (M&O)
Centres of expertise	Health Innovation Governance of Urban Transitions Cyber Security	Global Governance (discontinued per 1-1-2023) Global and Inclusive Learning	Digital Operations and Finance Mission Zero
Services	Office of the Board (OB)	Education, Knowledge and Communication Service (EKC)	Business Operations & Control Service (B&C) Facilities & Information Technology Service (F&IT) HRM Service

Portfolio distribution as of 1 May 2023 (2 members)

	Dr E.M. (Elisabeth) Minnemann - chairperson	Drs A. (Arend) Hardorff
Topics	Chairing of the Executive Board Chairing of the CMT External relations Communication and Marketing Research, innovation and valorisation Strategy/Strategic Plan HRM policy: Leadership Diversity and Inclusion Global strategy and community hub Financial policy Planning & Control HRM policy Information Technology Facilities General Data Protection Regulation (GDPR), including Data Protection Officer (DPO) Ombudsman staff Knowledge Safety	Education Student affairs Graduates Portfolio Quality care Education for professionals Internationalisation Deputy chairperson CMT
Faculties	Faculty of Public Management, Law and Safety (PMLS)	Faculty Health, Nutrition & Sports (HNS) Faculty of Technology, Innovation & Society (TIS) Faculty IT & Design (ITD) Faculty of Social Work & Education (SWE) Faculty of Business, Finance & Marketing (BFM) Faculty Management & Organisation (M&O)
Centres of expertise	Health Innovation Governance of Urban Transitions Cyber Security	Global and Inclusive Learning Digital Operations and Finance Mission Zero
Services	Office of the Board (OB) Business Operations & Control Service (B&C) Facilities & Information Technology Service (F&IT) HRM Service	Education, Knowledge and Communication Service (EKC)

Portfolio distribution as 21 August 2023

	Dr E.M. (Elisabeth) Minnemann - chairperson	Drs A. (Arend) Hardorff	J. (Hans) Nederlof RC
Topics	Chairing of the Executive Board Chairing of the CMT External relations Communication and Marketing (including recruitment of international students) Research, innovation and valorisation Strategy/Strategic Plan HRM policy Diversity and Inclusion Global strategy and community hub Knowledge Safety	Education Student affairs Graduates Portfolio Quality care Education for professionals Internationalisation Caribbean students Teacher shortage	Financial policy Planning & Control Information Technology Facilities General Data Protection Regulation (GDPR), including Data Protection Officer (DPO) Deputy chairperson CMT
Faculties	Faculty of Public Management, Law and Safety (PMLS)	Faculty Health, Nutrition & Sports (HNS) Faculty of Technology, Innovation & Society (TIS) Faculty IT & Design (ITD) Faculty of Social Work & Education (SWE)	Faculty of Business, Finance & Marketing (BFM) Faculty Management & Organisation (M&O)
Centres of expertise	Health Innovation Governance of Urban Transitions Cyber Security	Global and Inclusive Learning	Digital Operations and Finance Mission Zero
Services	Office of the Board (OB) HRM Service	Education, Knowledge and Communication Service (EKC)	Business Operations & Control Service (B&C) Facilities & Information Technology Service (F&IT)

Portfolio distribution as at 19 December 2023

	Dr E.M. (Elisabeth) Minnemann - chairperson	Drs A. (Arend) Hardorff	J. (Hans) Nederlof RC
Topics	Chairing of the Executive Board Chairing of the CMT External relations Communication and Marketing (including recruitment of international students) Research, innovation and valorisation Strategy/Strategic Plan Social safety and inclusion	Education Student affairs Graduates Portfolio Quality care Education for professionals Internationalisation Caribbean students Teacher shortage	Financial policy Planning & Control Information Technology Facilities General Data Protection Regulation (GDPR), including Data Protection Officer (DPO) Deputy chairperson CMT HRM policy Integral safety Knowledge Safety Sustainability
Faculties	Faculty of Public Management, Law and Safety (PMLS)	Faculty Health, Nutrition & Sports (HNS) Faculty of Technology, Innovation & Society (TIS) Faculty IT & Design (ITD) Faculty of Social Work & Education (SWE)	Faculty of Business, Finance & Marketing (BFM) Faculty Management & Organisation (M&O)
Centres of expertise	Health Innovation Governance of Urban Transitions Cyber Security	Global and Inclusive Learning	Digital Operations and Finance Mission Zero
Services	Office of the Board (OB)	Education, Knowledge and Communication Service (EKC)	Business Operations & Control Service (B&C) Facilities & Information Technology Service (F&IT) HRM Service

Appendix 12 Executive Board Members Ancillary Positions

Dr E.M. (Elisabeth) Minnemann – EB chairperson	Drs A. (Arend) Hardorff - EB member	Drs H.G.L.M. (Hans) Camps – EB member (up to 1 May 2023)	J. (Hans) Nederlof RC – EB member (starting 21 August 2023)
Board member of the Economic Board, The Hague	Chairperson of the Supervisory Board of Het PON/Telos Brabant	Zestor board member	Studielink board member, on behalf of Vereniging Hogescholen (Association of Universities of Applied Sciences)
Board member of the Programme Management of Health Campus The Hague	Member of the (core) advisory committee Brabant C Fund of the province of North Brabant	Member of the Management Committee for People and Organisation, Vereniging Hogescholen (Association of Universities of Applied Sciences)	Member of the OCW Information Department, on behalf of Vereniging Hogescholen (Association of Universities of Applied Sciences)
Board Member of the Draper Richards Kaplan Foundation	Member of Onderwijsregioeraad Haaglanden (Educational Consultation of The Hague and Surroundings)	Integral Safety Focus Group, Vereniging Hogescholen (Association of Universities of Applied Sciences)	Integral Safety Focus Group, Vereniging Hogescholen (Association of Universities of Applied Sciences)
Member of the board of dCypher	Member of Bestuurscommissie Onderwijs (Governing Committee of Education), Vereniging Hogescholen (Association of Universities of Applied Sciences)		
Member of Economic Board Zuid-Holland			
Vice chairperson Landelijke Commissie Gedragscode Hoger Onderwijs (National Committee on the Code of Conduct in Higher Education)			
Supervisory Board Medical Delta			
Chairperson of the Zuid-Hollandse Impact Alliantie (South Holland Impact Alliance)			
Member of the Commissie Goed Bestuur (Good Governance Committee), Vereniging Hogescholen (Association of Universities of Applied Sciences)			
Board member of UASnl			

Appendix 13 Abbreviations Used

Abbreviation	Definition
AC	Audit Committee
AD	Associate Degree
AI	Artificial Intelligence
(G)AI	(Generative) Artificial Intelligence
AOV	Arbeidsongeschiktheidsverzekering (Invalidity insurance)
AOW	Algemene Ouderdomswet (General Old Age Pensions Act)
GDPR	General Data Protection Regulation
BA	Bachelor's degree programme
B&C	Business Operations & Control (service)
BDC	Basic Didactic Competence
BFM	Business, Finance & Marketing (faculty)
CER	Company emergency responder
BEQ	Basic Examination Qualification
BKO	Brancheprotocol Kwaliteitszorg Onderzoek (Sector Protocol for Quality Assurance in Research)
PMLS	Public Management, Law and Safety (faculty)
(n)BSA	(negative) binding study advice
OB	Office of the Board (service)
CBA	collective bargaining agreement
CarE	Caribbean Empowerment Network
CDHO	Commissie Doelmatigheid Hoger Onderwijs
CBI	Criterion-Based Interviews
CISO	Chief Information Security Officer
CMT	Crisis Management Team
COIL	Collaborative Online International Learning
CPI	Consumer price index
CTL	Centre for Teaching and Learning
EB	Executive Board
D&I	Diversity & Inclusion
DER	Decentralised Employment Resources
DANS	Data Archiving and Networked Services
MC	Managing Committee
DCC-PR	Digital Competence Centre for Practice-oriented Research
SE	Sustainable employability
DMP	Data Management plan
DPIA	Data Protection Impact Assessments
PT	Part-time degree programme
WS	Work-study degree programme
DUO	Dienst Uitvoering Onderwijs (Education Executive Agency)
EAC	Ethics Advisory Committee
EAIE	European Association of International Education
eNPS	employee Net Promoter Score
ER	exception reporting
ERD	Eigen Risico Dragerschap (Own Risk Bearership)
DPO	Data Protection Officer
SFS	Student Financial Support
FTE	Full-time equivalents
F&IT	Facilities & IT (service)
OC	Organised Consultation
GSCh	Global strategy and community hub
HNS	Health, Nutrition & Sports (faculty)
HPO	Higher Professional Education
HCTL	The Hague Centre of Teaching and Learning

Abbreviation	Definition
GC	General Council
HRM	Human Resource Management (Service)
ISO	Information Security Officer
ITD	IT & Design (faculty)
CE	Centre of Expertise
KPIs	key performance indicators
LLL	Lifelong learning
LOB-cv	Career Orientation and Support (LOB; Loopbaan Oriëntatie en Begeleiding) resume (cv; curriculum vitae)
R&AS	Reporting and Advice Point for Safety
Ma	Master's degree programme
SSVE	Senior secondary vocational education
MD	Management Development
M&O	Management & Organisation (faculty)
MT	Management Team
NPO	Nationaal Programma Onderwijs (National Education Programme)
NSS	National Student Survey
NVAO	Nederlands-Vlaamse Accreditatieorganisatie (Accreditation Organisation of the Netherlands and Flanders)
NWO	Nederlandse Organisatie voor Wetenschappelijk Onderzoek (Dutch Research Council)
SMS	Support and Management Staff
DPC	Degree programme committee
OCW	Onderwijs Cultuur & Wetenschap (Education, Culture & Science)
EER	Education and Examination Regulations
ADPP	Annual degree programme plan
OK&C	Education, Knowledge & Communication (service)
EP	Education Plan
TS	Teaching staff
PT	Public transport
P&C cycle	Planning and control cycle
PD	Professional doctorate
PDCA	Plan Do Check Act
POR	Practice-oriented research
PhD	Doctor of Philosophy
SS	Salaried staff
NSS	Non-salaried staff
R6	the six major Randstad universities of applied sciences
RAP	Regional Ambition Plan
RDM	Register Digital Marketing
RA&E	Risk assessment and evaluation
SB	Supervisory Board
SDG	Sustainable Development Goals
SEA	Strategic Education Alliance
SIA	Stichting Innovatie Alliantie (Innovation Alliance Foundation)
SEQ	Senior Examination Qualification
CS	Customised studying
SPOC	Single Point of Contact
SAF	Study advance funds
SWE	Social Work & Education (faculty)
TIS	Technology, Innovation & Society (faculty)
TNO	Toets Nieuwe Opleiding (New Degree Programme Assessment)

Abbreviation	Definition
UASNL	Universities of Applied Sciences Netherlands
VH	Vereniging Hogescholen (Association of Universities of Applied Sciences)
VICP	Virtual international cooperation projects
UN	United Nations
CAUB	Confidential Advisor for Undesirable Behaviour
FT	Full-time degree programme
WGA	Werkhervatting Gedeeltelijk Arbeidsongeschikten (Return to Work (Partially Disabled Persons) Regulations)
WIB	Wet internationalisering in balans (Internationalisation in Balance Act)
WNT	Wet Normering Topinkomens (Executives' Pay (Standards) Act)
WW	Werkloosheidswet (Unemployment Act)
ZHIA	Zuid-Holland Impact Alliantie (South Holland Impact Alliance)
ZW	Ziektewet (Sickness Benefits Act)
Faculty of BFM	Business, Finance & Marketing
Faculty of PMLS	Public Management, Law and Safety
Faculty of Health, Nutrition and Sport	Health, Nutrition & Sports
Faculty of ITD	IT & Design
Faculty of Management and Organisation	Management & Organisation
Faculty of SWE	Social Work & Education
Faculty of TIS	Technology, Innovation & Society
B&C Service	Business Operations & Control
OB Service	Office of the Board
F&IT Service	Facilities & IT
HRM Service	Human Resource Management
OK&C Service	Education, Knowledge & Communication

Colophon

Annual Report and Financial Statements 2023 is a publication of The Hague University of Applied Sciences

Coordination and editing

Business Operations & Control

Graphic design and photography

Education, Knowledge & Communication Service

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June 2024