Educational Vision

Learning at The Hague University of Applied Sciences

THE HAGUE
UNIVERSITY OF
APPLIED SCIENCES

Haagse School, 19th century

The paintings on this page differ from each other. Yet the painters of the 'Haagse School' (a 19th century art movement) clearly inspired each other, explaining the similarities in their work. Unlike their teachers, the painters decided not to idealise their environment, but to depict it in a realistic way. In this educational vision we outline in words what we want our students and professional partners to see when they look at our school; a wide range of degree and education programmes with shared involvement and enthusiasm, and an environment in which everyone can learn and grow.

The Hague University of Applied Sciences, 21th century

These paintings are generated by AI. ©Adobe Firefly

PREFACE AND SUMMARY

Each day, lecturers, researchers and professional partners from The Hague University of Applied Sciences guide more than 25,000 students. Students with different backgrounds and visions of the future. They all have one thing in common: at THUAS they are developing into becoming critically thinking and learning global citizens, equipped to contribute to a sustainable and just world in their professional practice.

In this educational vision we describe the purpose of our education and what characterises the education and learning environment of The Hague University of Applied Sciences. We do this in line with our 2023 – 2028 Strategic Plan: Inquiry-based Learning with Impact. The educational vision concerns all our degree and education programmes, varying from associate degree, bachelor's and master's education in full-time, to part-time and work-study, professional doctorate and course & modular variants. The vision describes the common core and the direction in which we want to develop education.

First, we put the overarching vision of THUAS' education into words, while taking our assignment as the focal point: why, and with what purpose do we educate students?

Next, we describe the five features of our education. We approach each feature based on the following questions: which direction are we going in and what agreements will we come to THUAS-wide in relation to this direction?

Our educational vision has been developed in an open and participatory process. During theme tables, walk-in sessions, conversations with teams and experts, the participants have shared with each other what we are already doing, what is going well, what could be done differently, better or with more ambition, what we need to come to agreements on and what ideas we want to create space for.

With this educational vision we set the bar high for ourselves, because we want all students to have the best possible development. And just like in education, none of us have to embark on this journey alone. We can build on the existing solid foundation of multiple subjects in various areas. And we use the examples we already know and the range of internal and external knowledge and experience we have at our disposal. Together we will shape and further flesh out this movement towards future-proof and high-quality education through learning.

Content

OUR ASSIGNMENT:
Guiding students in their development to becoming global citizens

The Hague University of Applied Sciences wants to educate critically thinking and learning global citizens, who are equipped to contribute to a sustainable and just world in professional practice. Keeping education current and relevant in a changing world requires an open mind and an open attitude. Students, the professional field and society ask knowledge institutes different questions than before. Some developments appear to have a short-lived impact. Others are more drastic and structural than we sometimes, at a first glance, expect.

Developments inside and outside of THUAS

First of all, we see three major developments that are drastically changing all facets of life, including the knowledge and skills that professionals must have. These developments are taking place in our cities and region and also in other places in the world. That is why we focus our education and research on the complex issues that arise from these developments. This concerns the new opportunities and risks of digital technology, the transition to a sustainable world, and working together - against the flow - towards a just society with equal opportunities for everyone.

In addition, we see much more. On the one hand, the satisfaction of our current students is increasing[1], which is evident from the NSE (National Student Survey) scores. On the other hand, the needs and expectations of our current and future students and professionals are changing. They think differently about what education should look like for them and also about what the learning environment and our services should look like. They have different expectations about their autonomy, well-being and the possibilities for Lifelong Development.

Other educational institutes and non-traditional education providers (such as large tech companies) also continue to come up with new and attractive offers for students and professionals.

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1   When we talk about 'students' in this vision, we mean all people who are following education in one of our degree and educational programmes. This includes those who enter from secondary education and other types of education and institutes, and lateral entrants and studying professionals. Professionals are people who have been working (for a short or longer period of time) who may or may not have previously graduated from higher professional education (hbo) or another form of education. They may be looking to deepen or broaden their current profession or role and therefore take on a new study, or (want to) make a career switch that requires education.

As a university of applied sciences, we are continuously developing our knowledge of learning, research, testing, providing feedback and creating inspiring learning environments. The position of higher vocational education is changing. The importance of practice-oriented research and the collaboration between education, research and practice continue to develop.

All these developments sometimes raise complicated questions. We are convinced that the answers to these questions do not lie solely in the domain of our university of applied sciences or within one degree programme, module or method. We find the answers by opening eyes, ears, doors and windows. To this end, we like to make use of the diversity, ideas and perspectives that we have in-house and beyond. In doing so, we can make optimal use of the wealth of differences and everything that the city, the region, the world has to offer as well as the collaboration we have with our colleagues and our current and future partners.

Objective of our education

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

Mission The Hague University of Applied Sciences Strategic Plan 2023-2028

By educating global citizens we want to achieve the following three objectives:

- *Graduates from The Hague University of Applied Sciences are immediately valuable in the professional field.*
  They are able to recognise complex social issues and, depending on the level of education, act, intervene or innovate to achieve sustainable and just outcomes.
- *Graduates from The Hague University of Applied Sciences navigate easily between different worlds and are able to build bridges.*
  They are able to build bridges between their own profession and other professionals. Between different cultures, in a city district in our region, but also on a global level, and also between hierarchies in the workplace and in society. They also know how to critically relate to the social function of their profession, the sector and the company or organisation they work for.
- *Graduates from The Hague University of Applied Sciences have a strong understanding of who they are in the world and have personal leadership qualities.*
  They know their values, standards and visions of the future. They also know in which direction they want to develop as people and professionals and how they can continue to take control of their journey. During this process, they learn to be resilient and to deal with discomfort, setbacks and the uncertainty that transitions can bring.

Our THUAS

The Hague University of Applied Sciences is unique as a knowledge institute in the Netherlands. No other university of applied sciences has such great diversity in its community. For example, our community consists of many students who are the first in their families to study at a university of applied sciences and also has a substantial number of international students and lecturers.

In addition, THUAS has lecturers, professional experts and researchers in almost all domains of higher education and research. We use this wealth of diversity to learn from and with each other. We have campuses in cities throughout the Haaglanden region, such as in the heart of The Hague, the international city of peace and justice, in the middle of the technology cluster in Delft and in the IT ecosystem of Zoetermeer. A region ranking among the top, worldwide, when it comes to quality of life and innovative capacity. But where, at the same time, the opportunities and socio-economic position of residents are not equally distributed. As a result, not everyone takes off from the same starting position. We therefore see it as our mission to allow as much talent as possible to flourish, regardless of that starting position.

For that reason, we offer a wide range of degree programme variants and education programmes: for entrants from secondary education, international students, but also for working professionals. Associate degree programmes, bachelor's and master's degree programmes and professional doctorate education programmes. Full-time, part-time and work-study variants, post-higher professional education, modular and short-course education. With that wide range we serve a broad and diverse audience with various educational needs. That is how we also facilitate lifelong development.

In our educational programmes we take the diversity of wishes and the different starting points into account. We adapt our educational concepts to specific needs with regard to content, didactics, pedagogy, coaching and guidance. Regardless of their starting position, everyone who wants to learn can count on being able to learn with us.

Our agile, diverse teams continuously, expertly and creatively respond to changes. This means that education remains current, relevant and of high quality. The teams pay attention to stimulating didactics, ongoing digitisation, innovative teaching and testing methods and the importance of language. They work closely with colleagues from the centres of expertise and with the professional field. Colleagues from the various services provide the educational and research teams with harmonised organisational and administrative support and thus help them further in their development.

Our education consists of five features, which contribute to the realisation of our ambitions from the Strategic Plan, to who we want to be, and to our common mission. This is how we are able to continue to respond to the needs of our (future) students, colleagues, partners and society and how we remain able to provide answers to social issues. Better yet: we are able to detect those questions before they arise. The five features of our education are:

1. Our students learn how they can contribute to sustainable and just outcomes for social issues in a connected world.
2. Our students work with researchers, lecturers and professional partners in an interdisciplinary manner to develop new solutions in response to social issues.
3. Our education motivates students to learn, and it activates students to take control of their learning.
4. In our learning environment, all students feel at home, are given equal opportunities and develop the skills to take charge of their development.
5. Our students have the opportunity to follow a personal learning path.

EDUCATIONAL VISION

OUR MISSION

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

The Hague University of Applied Sciences wants to educate critically thinking and learning global citizens, who are equipped to contribute to a sustainable and just world in professional practice.

Graduates from The Hague University of Applied Sciences are immediately valuable in the professional field.

Graduates from The Hague University of Applied Sciences navigate easily between different worlds and are able to build bridges.

Graduates from The Hague University of Applied Sciences have a strong understanding of who they are in the world and have personal leadership qualities.

The five features of our education:

1 Transition makers in a connected world
Our students learn how they can contribute to sustainable and just outcomes for social issues in a connected world.

2 Education in co-creation with research and the professional field
Our students work with researchers, lecturers and professional partners in an interdisciplinary manner to develop new solutions in response to social issues.

3 Active learning
Our education motivates students to learn, and it activates students to take control of their learning.

4 Inclusive learning environment and guidance
In our learning environment, all students feel at home, are given equal opportunities and develop the skills to take charge of their development.

5 Personal learning pathways
Our students have the opportunity to follow a personal learning path.

Moving forward as a learning organisation

Based on this THUAS-wide educational vision, we work together on our objectives in a targeted manner. We encourage initiative and sharing acquired knowledge and experience with each other, both inside and outside THUAS.

1 Transition makers in a connected world

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In current times, there are major social issues that affect us all. The survival of life on our planet and a fair distribution of opportunities and possibilities are under pressure. At the same time, a new digital world is unfolding before our eyes. A world offering new opportunities and challenges. These three transitions – in relation to sustainability, justice and digitisation – will radically change all facets of life. This includes the professions and the professional field for which we educate, and therefore also our education.

We prepare our students to work in a connected world and we teach them to connect worlds. The transitions are not unique and do not only occur in our region. How do we reduce health differences between groups of people in the city? How do we design algorithms that do not repeat unfounded stigmatisation? These types of questions are also asked in other places in the Netherlands and worldwide. And when a disaster or war occurs hundreds or thousands of kilometers away, it also has an impact on our region and in our own community. This fits well with our university of applied sciences, which is rooted in an environment rich in diversity. And how could it be any different? People from all directions have been working and living together in The Hague, Delft and the Haaglanden region for centuries.

Learning from and for social issues

We guide students further in their development towards becoming critically thinking and learning global citizens. We teach them how to get started with these complex issues. How they can critically relate to the consequences of their work for their fellow human beings and for the natural environment, on a local, national and global scale. How they can collaborate with colleagues, patients, customers, stakeholders or partners with different professional knowledge or background. In short, we watch them develop into professionals who are equipped – depending on the level of education – to act, intervene or innovate to contribute to a sustainable and just world.

Each degree programme provides substance to the three transitions towards sustainability, justice and digitisation and actively relates to the United Nations Sustainable Development Goals. We do this in three ways:
- We integrate the transition-oriented, intercultural and international competencies integrally into the learning outcomes at the level of the educational programmes and modules.
- We use the diversity that we bring as students, employees and professional partners and the issues that THUAS faces as an organisation.

- In addition, all students come into contact with working methods that we use explicitly and purposefully to develop their transition-oriented, intercultural and international competencies. We do this together with international partners. Think, for example, of an exchange or an online international collaboration project.

That is how all students, during their degree programme, are introduced to dilemmas and issues surrounding sustainability, justice and digitisation that play a role in the domain and in the (international) professional field.

Artificial intelligence (AI) and digitisation

We are aware of the continued and ever-evolving presence of AI in the professional field, society and education. We are mindful of our responsibility to properly prepare students and lecturers for working with it. We do not integrate AI blindly; critical reflection is essential.

Digitisation and AI have made learning and the world more accessible, but at the same time also more complex. With us, students learn to utilise the possibilities that AI and digitisation offer them during their studies and beyond. We also teach them to use these possibilities to solve problems innovatively. Students use digitisation to make connections worldwide, collaborate and thus develop cultural awareness.

In close contact with our professional field and per degree programme or knowledge domain, we keep track of what changes are taking place and what changes the professional field foresees as a result of digitisation and AI. We continuously adapt our programmes to this, learning from each other and from our students, and with the help of our internal experts at the faculties and centres of expertise.
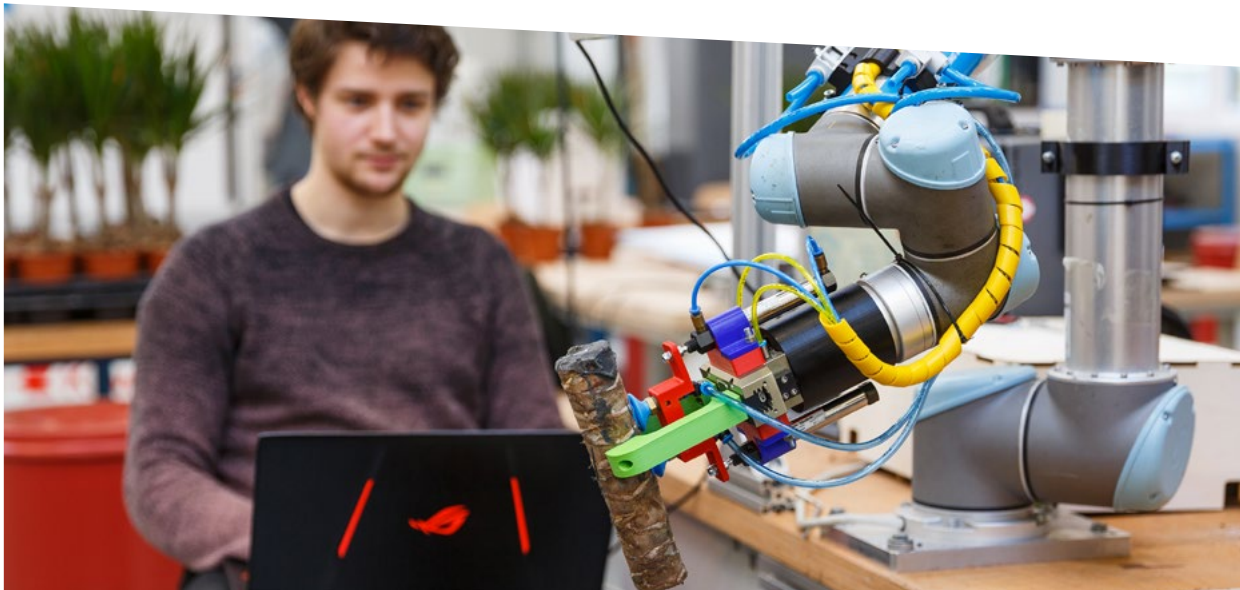
What do we agree upon THUAS-wide?

- Each degree programme describes in the educational framework how it implements sustainability, justice and digitisation, fitting to the domain and/or professional field for which the degree programme educates. The degree programme marks how they work on the Sustainable Development Goals. Transition-oriented, intercultural and international competencies are integrally incorporated into the learning outcomes at programme and module level.
- Each degree programme has included at least one educational module in which targeted work is done on developing transition-oriented, intercultural and international competencies. In this educational module, students work together with international professional partners and/or with students elsewhere in the world on transition issues in relation to sustainability, justice and/or digitisation. This means that every student has an international experience, without the student having to go abroad ('internationalisation at Home').
- Each degree programme teaches students to use AI and digital tools responsibly and uses this purposefully, so that students become skilled and are well prepared for the future in this area. Each degree programme works according to the (regularly updated) THUAS-wide AI policy.

> **" I appreciate the diversity within THUAS. The interesting backgrounds of students and lecturers make me feel at home here. "**

SUSTAINABLE DEVELOPMENT G⚫ALS

What are the Sustainable Development Goals?

The Sustainable Development Goals (SDGs (*Duurzame Ontwikkelingsdoelen*)) include seventeen global goals for sustainable development and are intended to make the world a better place by 2030. The SDGs were agreed in 2015 by all countries that are members of the United Nations (UN).

The Sustainable Development Goals are a global compass for challenges such as poverty, education and the climate crisis. They provide the leading framework for the addressing of sustainable development challenges in the world at all levels. The SDGs therefore also provide a framework for knowledge exchange and collaboration.

The Hague University of Applied Sciences signed the SDG Charter in 2018. We have thus committed to achieving the SDGs. In the 2023-2028 Strategic Plan we agreed to integrate sustainability and justice into our education, research and business operations.

2 Education in co-creation with research and the professional field

To solve present and future major social issues, we need innovative global citizens. The nature of a change cannot always be predicted, which is why professionals must not only be able to switch expertise flexibly and develop new knowledge together with others, but also to put it into practice. That knowledge arises when we bring education, research and practice together. If we focus on practical issues and act as partners, we will achieve synergy in the collaboration between education, research and practice.

Working together on practical assignments

The THUAS knowledge agenda focuses on three themes: Just Society, Transition to Sustainability and Digital Future. Within these themes, the current questions, possible solutions and consequences transcend one discipline or one profession. Collaboration between research, education and the professional field is therefore necessary to arrive at solutions and put those solutions into practice.

Lecturers, researchers and (international) professional partners define in co-creation practical assignments within the knowledge agenda. Practical assignments are complex real-world issues that require different disciplines and types of knowledge to arrive at new answers and applications for the practice. Lecturers, researchers and (international) professional partners commit to working together on the practical assignment.

Each degree programme intertwines the practical assignments to which they commit themselves into the educational programme. This allows students to contribute to researching solutions for practical assignments. This can be done in various ways, depending on the level and/or phase of their degree programme. Consider, for example, second-year students collecting data for research. Fourth-year students then use that data in a case study that they conduct at one of the professional partners. A master's student connects and translates the information from the case studies into a new framework for action for the profession or organisations in the sector. This also means that a curriculum is not static but continuously developing, because knowledge obtained from working on practical assignments flows back to the education (curriculum).

In this way, students develop inquiry-based capacity in the context of a current practical assignment. By presenting students with real practical questions, we challenge them to actively participate in the learning process (see also Chapter 3). This involves skills such as collecting relevant data, analysing complex situations and making critical and ethical judgments. Developing inquiry-based capacity is not only important for their future careers, but also for their personal development and as a global citizen. THUAS students do not complete their degree programme with a research thesis per se, but more often with one or more professional products that can be directly applied in practice.

What does inquiry-based capacity entail?

Inquiry-based capacity is the competence to determine in professional situations where adequate (action) knowledge is lacking and, where necessary, to be able to create this missing knowledge with appropriate thoroughness and to make it usable for the professional context. Derived from Munneke, L., Andriessen, D., Ommering, B., & Schilder, P. (2022). *Naar een nieuwe definitie van onderzoekend vermogen in professionele contexten.* Presentatie Onderwijs Research Dagen.

What are professional products?

Professional products are services or products that a professional must be able to provide in the execution of their profession. This could, for example, be a consultation, design, end product, action or analysis.
Derived from Losse, M. (2018). *Onderzoekend vermogen ontwikkelen bij studenten.* Boom.

Which professional products are relevant is depending on the profession and the level of education. To deliver high-quality professional products, the student must possess inquiry-based capacity.

Authentic and interdisciplinary learning environments

We offer students a rich learning environment where they experience the relevance of learning for their career from day one. Learning takes place in and with practice as much as possible. We limit fictional assignments to a minimum and work in principle only with fictional assignments when they prepare students for a 'real' assignment.

Each degree programme creates learning environments in which 'authentic' learning takes place, appropriate to the domain and the professional field. This can be done, for example, in a *'Haagse Lab'*, in The Dutch Innovation Factory, in a student-run company, challenges or project education. This can be both inside and outside the walls of our university. We also use the network of our alumni.

These learning environments have the additional benefit of giving students additional opportunities by familiarising them with the unwritten codes in the workplace and by forming networks for career opportunities.

Learning also takes place in a learning environment in which students collaborate with students from other courses and faculties, guided by lecturers and lecturer-researchers from various disciplines. This interdisciplinary learning covers at least 30 EC of each curriculum. We want our own lecturers and researchers to model the interdisciplinary professionals that we also train our students for. This means that every lecturer has a share in research and co-creation, by at least guiding students in their research into practical assignments, formulating practical assignments in co-creation, or by contributing to the research into these themselves.

What do we agree upon THUAS-wide?

- Each degree programme defines, in co-creation with centres of expertise and professional partners, one or more practical assignment(s) linked to the three themes of the knowledge agenda for which they are jointly working on solutions.
- Each degree programme keeps the curriculum up to date and continuously develops that curriculum. Knowledge obtained from practice-oriented research by THUAS becomes available in education.
- Every bachelor's degree programme has at least 30 EC interdisciplinary education in the curriculum. Associate degree and master's degree programmes have interdisciplinary education for at least one-eighth of the total number of credits to be obtained.

What is the difference between multidisciplinary, interdisciplinary and transdisciplinary education?

In all three forms mentioned, students work together to find a solution to a problem. The difference lies in the extent to which students from different disciplines integrate and adopt the knowledge and skills from other disciplines:

- In *multidisciplinary* collaboration, each student thinks and acts from their own field of expertise. The disciplines are still clearly distinguishable in the result. For example, each discipline produces its own partial product.
- In *interdisciplinary* collaboration, the different disciplines need each other to solve the problem. The combination of this knowledge and skills leads to a solution in which the various disciplines are less visible. They deliver one common product, where they complement each other and are partly interwoven.
- In *transdisciplinary* collaboration, students master the knowledge, skills and methods of another discipline, creating new insights and processes. This collaboration creates 'hybrid' professional fields, processes and products in which the individual disciplines can no longer be distinguished.

3 Active learning

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As a professional, it is not only important to hold your ground in the ever-changing professional field. You must also be able to proactively respond to changes and show initiative. This requires professionals who can take control of their learning and who actively continue to learn throughout their lives.

Control over your own learning process

As a university of applied sciences, we prepare our students for this by giving them space and encouraging them to take control of their learning and be (pro)active in their learning process. That is how we encourage them to feel involved in learning. We challenge them to get the best out of themselves and ensure that they also want to develop their talents. This means that they make their own choices in how they shape their learning process. That they come to education with a specific question and learning objective. Obviously, students do not learn alone. They work on the issues together with fellow students. The teaching staff guides them in this process, supported by the learning environment.

We encourage students to make choices in our education. Choices that match their motivation and ambition, so that they can have the best possible start of their career during their studies (see Chapter 5). This great freedom of choice requires our students to have self-regulation skills and *student agency.* Research has shown that students perform better when they possess these self-regulation skills. But

you cannot learn 'self-regulated learning' by yourself. It is therefore important that students can see the examples set by all lecturers on how to regulate their learning, and that the lecturers also support them in this process.

What is student agency?

Student agency is the capacity to purposefully and reflectively construct your own learning behaviour and take control over your learning process. This capacity plays a key role in lifelong learning. Derived from Bandura, A. (2018). Toward a Psychology of Human Agency: Pathways and Reflections. *Perspectives on Psychological Science,* 13(2), pp. 130 – 136.

Learning environments offering space

To encourage students to learn (pro)actively, it is necessary to offer them space within the learning environment. Room to shape the learning process themselves and to make choices. This requires an open learning environment in which students can work in their own way on current issues that link to practice. The open learning environment also encourages students and lecturers to learn together with and from each other. It requires the use of learning activities in which students actively process the learning material.

Because we work with learning outcomes, they work towards the end result and make their own choices on the way there. They are also given the opportunity to make choices in how they want to demonstrate the learning outcome where possible. As a result, we stimulate students' self-regulation and bring their learning questions to the education. Due to the learning environment and guidance provided by THUAS, the students feel increasingly competent during their student journey.

What does a learning outcome entail?

A learning outcome is what a student needs to know, understand or apply after a learning period (NVAO, 2015). It is the measurable result of the (final) qualifications, or an operationalisation of that (final) qualification.
Derived from NVAO (2019) *Protocol Beoordeling bestaande experimenten leeruitkomsten.*

We have designed our on-site and online learning activities in a cohesive manner, so that students can maximise their learning. We use blended learning to activate students, both in the preparation for and in the education itself. In this way we create space in the curriculum, and students can make optimal use of the contact time. Students feel motivated to come to the location and see the added value of an on-site learning activity. They work together actively and meaningfully with what they have prepared. We also like to refer to this as 'quality time' (see the THUAS Blend). This means that our teaching staff thinks carefully about what they want to achieve together with the students during the contact time, both on location and beyond. The meeting is not only important for learning, but also for the feeling of connection with the degree programme and the THUAS community (see also Chapter 4).

We design a learning environment that encourages students to carry out the learning activities and we assess performance in relation to the intended learning outcomes. Instead of asking "How can we motivate students?" we ask ourselves: "How can we create an environment in which students can motivate themselves?". To support students in their learning process and ensure that they continue to learn actively, it is important that education forms a coherent whole and that the student also has insight. We design according to the principles of *backwards design and constructive alignment. Constructive alignment* gives the student something to hold on to. Students know what is expected of them in a module and in their educational programme.

What are backwards design and constructive alignment?

Based on the final qualifications of the degree programme, we formulate programme learning outcomes and subsequently module learning outcomes. The learning outcomes, assessment and learning activities are designed in conjunction with each other.

Insight and overview

In order to be in charge of their own development and to be able to make adjustments, students need insight into their development. Students gain this insight through feedback on where they stand in relation to the learning outcome (feedup), and know which next steps are still needed to achieve the learning outcome (feedforward). Providing feedback is not a one-way street. By providing effective feedback and asking the right questions, we encourage students to take ownership of their own learning process and to actively work with the feedback. Fellow students are an important source (peer feedback), as is the study data that is available for this purpose.

Formative action has an essential place within the educational programme. It ensures that both the student and the lecturers have a continuous and direct view of the study development. We also use formative action and testing during and after a module as a reflection instrument for the quality of our education.

What is formative action?

Formative action can be defined as "all activities that students and lecturers perform to map, interpret and use students' learning activities to make better decisions about next steps". Derived from Wiliam, D. & Leahy, S. (2015). *Formatief evalueren in de praktijk*. Bazalt Educatieve Uitgaven.

Continuous feedback during the learning process also means that testing is not just the end point of a module. We are strongly committed to the learning function of testing. What students learn in a module and through the assessment of a test, they take with them to the next module and test. Students learn *from tests* instead of only studying *for tests.* Mistakes are an essential part of learning and are used to shape the learning process.

What do we agree upon THUAS-wide?

- We organise education in such a way that students have space for and can take ownership of their own learning and we support them in this process. We also provide them with guidance with clearly formulated learning outcomes.
- The educational programme is designed according to the principles of backward design and constructive alignment.

- Formative action has an essential place in education; it is systematically built into and across the educational modules.

" THUAS and the Netherlands offer so many opportunities, which I would not have had in any other country. "

4 Inclusive learning environment and guidance

The Hague University of Applied Sciences offers a learning environment that promotes the vocational, intellectual and personal development of students to help them develop into becoming global citizens. We have high expectations of our students. We want them to take responsibility for their own learning process and to actively commit themselves to it. We connect to what students can already do themselves and challenge them to develop further and move out of their comfort zone. We attach great importance to the well-being of our students. After all, well-being is a prerequisite for student development. We also want all students to have access to fair opportunities during their studies. We therefore strive for a learning environment in which every student feels safe and seen.

High expectations

In their behaviour and didactics, lecturers can show that they expect students to be capable of good performance. This has a positive influence on the learning and motivation of those students. This approach can contribute to better opportunities for all students, especially for students who do not have or did not have as many opportunities as others due to their home situation. Lecturers and student coaches who guide students with the attitude of high expectations, ask many activating questions and provide effective feedback. Derived from Voerman, L. (2021). *Hoge verwachtingen gaan over (n)u.* Hogeschool Rotterdam Uitgeverij.

Inclusive learning environment

With 'feeling seen' we refer to an environment in which our students feel respected, heard and supported. We want our students to feel known and valued based on the different backgrounds, experiences and aspirations they bring. This space and recognition allows all students to develop a connection with their degree programme and with THUAS as a whole. THUAS offers an environment in which all students can be themselves and have the opportunity to develop with appropriate guidance. It is, at least, important for bonding purposes that we offer our students a good and thorough welcome. We need to get to know them, so that we know who they are and what they bring before they start their studies. We also think it is important for bonding purposes that we organise an introductory programme that pays attention to diversity and inclusion. And that we repeat bonding activities during the study, appropriate to the context and target group. Students who feel connected tend to experience a higher sense of well-being and

satisfaction, which in turn contributes to student success. Our learning materials include photos and examples that represent our broad student population. That is how we bring about recognition and thus contribute to the sense of connection. Students also see different role models in the diversity of our employee population.

We form a community and learning environment in which we interact with each other with care, attention and respect, and in which we are willing to learn from each other's differences. Within the safe learning environment, we all have the responsibility to prevent discrimination and stigmatisation in all forms and against all groups, and to act immediately and appropriately when situations of racism or discrimination arise. Degree programme management takes measures to bridge bottlenecks and to be critical at all times of implicit and explicit criteria, rules and procedures that (unintentionally) lead to exclusion and discrimination.

Bottlenecks

Bottlenecks are hurdles that stand in the way of a student's individual development. By removing these hurdles, or by offering more (learning) pathways to bridge them, we increase our students' chances during their studies. Derived from Fishkin, J. (2016). Bottlenecks: *A New Theory of Equal Opportunity*. Oxford University Press.

An inclusive learning environment also means that we consciously create room for dialogue in our curricula, and that we learn to deal with conflicts in an ethical way.

We encourage an open attitude, are open to each other's different perspectives and use them purposefully in education. Our strength lies in dealing with and utilising our differences, without making distinctions. In addition, we pay explicit attention to actively involving groups that are currently excluded. The inclusion of these groups is important. Not only because these groups often suffer the most from social issues, but also because their life experience gives them important knowledge that can contribute to solving these issues. Student participation is an important means of preventing blind spots and creating an inclusive learning environment. We take our students seriously and regard them as equal.

Our teaching staff are given time and room to exchange experiences, to experiment, to critically reflect and to make joint agreements to work on an inclusive learning environment for all our students. There are no 'one-size fits all' solutions when it comes to inclusive coordination, curriculum design, learning activities and testing. What students need in order for them to feel included and safe to participate in learning activities is different and variable. Our teaching staff professionalise themselves in the areas of inclusion, diversity and social safety and together determine which buttons they push to make further improvements. Working with learning outcomes (see Chapter 3 and Chapter 5) gives teams the opportunity to make testing and learning activities more inclusive.

Language is inextricably linked to educating our students in an inclusive learning environment. Proficiency in the language is a prerequisite for, in principle, all students to be able to study successfully and perform comparably. To meet this condition, we use language aware education. Each lecturer plays an explicit role in stimulating and guiding students' language development. Language aware education focuses primarily on the learning outcomes, but also pays attention to the language skills required to achieve the learning outcomes. Extra-curricular support for language development is available for students and lecturers.

Guidance and coaching

We assume that students follow their studies independently and that they take responsibility for their own learning process. We support them in this process, so that they can be as successful as possible. Our students experience the ability to raise issues, know who they can turn to for extra support and are aware of the available facilities. They can trust that matters will be addressed immediately and adequately, and that feedback will be provided. We help our students develop knowledge and skills, so that they can take control of their own development (see Chapter 3). Our range of guidance and coaching is appropriate for the phase of the study and the type of degree programme and student. A good support structure is crucial to the success of our students.

Our student coaches are essential in creating a safe and inclusive study climate, in helping the student to bond with their degree programme and THUAS, and in timely signalling and referring to primary and secondary support. Guidance and coaching are a shared responsibility of the teaching staff. They certainly do not do this alone; it involves the entire guidance chain surrounding the students. From front-office employees to the lecturers and supervisors who see students at school, provide feedback and guide them through assignments. An important role in the guidance chain is also reserved for peers (e.g. senior students). They act as role models, buddies and sparring partners.

The first year of associate and bachelor's degree programmes is crucial for future student success. We offer a first year that can be sufficiently studied and that is embedded in a coherent system of intake interviews before and after the gate, guidance and other activities to ensure student bonding. We recognise differences in background and starting position and are committed to removing bottlenecks so that every student has every opportunity to make their first year a success and thus to meet the set Binding Study Advice (BSA) standard. During the intake, explicit attention is paid to questions such as: does this study suit me and do I fit in with this study? And in the guidance and coaching that follows, attention is paid to questions such as: what choices can I make and how do I do that?

What do we agree upon THUAS-wide?

- All students are offered a mandatory introductory programme. This familiarises them with the degree programme of their choice and with their coach. It also helps them find their way around THUAS. The introductory programme also shows which facilities and support structures are provided by THUAS. Students receive information about the rules, rights and obligations. After the programme, they know exactly what we expect from them and vice versa.
- Each educational module pays attention to bonding and looks for activities that can promote bonding, such as a field trip or a company visit. Throughout their entire student career, students know who their coach is and speak to them regularly (in accordance with the THUAS framework for guidance and coaching).
- All education is language aware, designed and implemented so that it enables all students to become proficient in the linguistic requirements of the profession, the programme and the future professional field.
- Degree programmes ensure that all students know how to act and where to go in the event of exclusion, discrimination and other undesirable behaviour. Programmes take appropriate action on all signals they receive, as we as a school are responsible for providing a safe and inclusive learning environment. Even if the (perceived) discrimination takes place outside the school, such as at an internship placement site. They ensure that the threshold for reporting something is as low as possible by being alert to possible undesirable behaviour and by creating an environment in which the step to report something can be taken safely.

5 Personal learning pathways

The Hague University of Applied Sciences educates learning global citizens who can be sustainably deployed as professionals, can collaborate across the boundaries of their own discipline and can solve complex and constantly changing social issues in an innovative way. This requires adaptive professionals who have control over and take responsibility for their own development. Now and in the future. We are a partner in lifelong development with our associate, bachelor's & master's degree, as well as our professional doctor-educational degree programmes and with our course offering.

In order to keep pace with changes in professional practice and society, our curricula must be agile. Agile content-wise, to be able to quickly respond to changes in the professional field and society. And also agile in terms of processes, to realise new educational offerings for new target groups and to establish collaborations between degree programmes, as well as between degree programmes, research and practice or other stakeholders, such as (international) academic partners.

Room for decisions

In addition, we respond well to the personal needs and motivation of our students. Students are more likely to learn when we manage to match their motivation, which has a positive effect on student success. We therefore organise our education in form and content in such a way that it enables students to follow their personal pathway based on their own needs and preferences; of course,

matching with the context of the target group. First-year bachelor's degree students need a knowledge base, self-regulatory skills and horizontal support to get out of their comfort zone, while professionals with a lot of work experience can make targeted decisions about what they want to learn.

Degree programme management makes a clear assessment of which phase has a lot of space for personal decisions and where it does not. For example, given that group formation and bonding are important in the first year of an associate or bachelor's degree programme, since working from different disciplines fits the professional field, or because students first need a foundation before they can make decisions.

Both students who need a clearly defined offer/programme and students who need a lot of room for their own decisions and flexibility can contact us. We are increasingly making it possible to study in a way that meets personal needs in terms of content, location, level and pace. For example, personal learning pathways offer students with support needs due to, for example, a disability, the opportunity to follow education and assessment in a way that suits them better and at a time that suits them best. This way, these students can also take control of their own learning process. We are actively working to reduce the current high student dropout rate. We remove bottlenecks as much as possible.

Students can easily transfer achieved results to another degree programme if the first degree programme chosen turns out not to be the right one. Standardised learning outcomes should make this even easier. And where possible, we offer forms of education in which students can postpone their final selection of a degree programme or switch from their initial pick to another. The option for personal learning pathways also offers opportunities to students who are looking for an extra challenge, such as the opportunity to put together an honours track.

If professionals want to remain sustainably employable, it requires a lot of their self-regulatory ability. We guide students to take charge of their own development and to learn to make their own decisions (see Chapters 3 and 4).

To help students make a good decision in which modules they follow and which learning outcomes they achieve, we use the same format, a shared language and we make it clear in advance what they can choose and what they cannot.

A student's personal learning pathway must give them the opportunity to seamlessly progress from an associate degree programme to a related bachelor's degree programme. That is why we define all learning outcomes in the first two years of the bachelor's degree programme at NLQF level 5 and in the last two years at level 6.

Common educational architecture

Agile curricula and the possibility for personal learning pathways require a change, including a change in our business and organisational model. We all work with educational modules[2] of 5 ECTS or multiples thereof. To ensure that we speak the same language within THUAS and can exchange and share modules more easily (also with other knowledge institutes), we formulate all learning outcomes according to the THUAS Learning Outcomes Manual. Learning outcomes describe what a student is expected to know, understand and be able to apply after completing a learning period. They describe knowledge, insight and skills in context. By using learning outcomes, we recognise that learning can take place in various ways. Learning outcomes are an important part of the assessment process in accreditation and are intended to ensure the quality and relevance of education, as well as to promote transparency and comparability between degree programmes and help us improve educational quality and effectiveness.

This first step in a common educational architecture makes it possible to allow curricula to adapt more easily to new developments, to integrate disciplines, to utilise overlap

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2   At THUAS, most programmes use the term educational module. The Higher Education and Scientific Research Act (WHW) uses the term educational unit for this purpose. The WHW states: 'A study programme is a coherent whole of educational units, aimed at the realisation of well-defined objectives in the field of knowledge, insight and skills which the person completing the study programme must have. A unit of study may relate to practical preparation for professional practice and professional practice in connection with education in a dual programme, insofar as these activities take place under the supervision of the institute's management' (derived from the WHW article 7.3).

of curricula and to meet the needs of our professional field and society, including in an offering for Lifelong Development.

We also ultimately want to create a THUAS-wide education catalogue. Not only does this provide clarity to students and lecturers, but also, for example, to examination boards. Because the THUAS-wide education catalogue already makes it clear at the front what an accepted learning pathway is, it is therefore expected to drastically reduce the number of individual requests to examination boards.

Can be studied, taught, communicated and organised

All our education is designed in such a way that it can be studied, taught, communicated and organised.
By offering education that can be studied, the student can successfully complete their studies within the allotted time.

- By offering education that can be taught, the lecturer can teach and (re)test within the given time, budget and the set frameworks.
- By offering education that can be organised, our processes and systems can support education adequately and qualitatively.
- By offering education that can be communicated, it is clear to everyone involved what is expected of them and when. We are consistent when it comes to where and when information is available. We are responsive to questions.

All this requires uniformity, harmonisation and standardisation of certain formats, working methods and processes[3]. Harmonisation and standardisation make us more efficient and effective, including through coordinated and clear support questions. Both our students and colleagues benefit from this; partly because more time is available for student guidance. However, this only works at a high-quality level, when we do not want

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3   Consider, for example, intranet pages with a standard format, so that students - regardless of which degree programme they want to achieve a learning outcome - can find the necessary information, one annual THUAS calendar with the same starting times for all study units, one format for describing a module, so that when you follow modules at different degree programmes, you know exactly where you stand because they are described in the same way.

to do everything slightly different, start more from the similarities and overlaps, and stick to the standards we agreed upon.

What do we agree upon THUAS-wide?

- Each educational module at THUAS has a value of 5 EC or multiples thereof.
- At THUAS all learning outcomes are drawn up in accordance with the THUAS Learning Outcomes Manual.
- The information about an educational unit that learning outcome can be achieved is written according to the same format, recorded and made available on the intranet and in systems such as OSIRIS and Brightspace. It also indicates its NLQF level.

MOVING FORWARD TOGETHER

In order to improve student success and to continue providing quality education in the future, we have made choices in this educational vision. These choices and the THUAS-wide agreements that follow from it have consequences. They mean that we will no longer do what we used to do. This affects everyone who plays a role in our education and research, and in making it possible. This involves the student, the lecturer(-researcher) and also all support staff and our leadership. We are not starting over, not everything will change, and also not immediately. In some areas we already have experience or a basis, in others we will still have to develop them together. There is a challenge for everyone. We expect everyone to contribute to realising this vision and thus fulfilling the promises made to our students.

For example, teaching staff will look again at all areas of expertise of the lecturer (see lecturer profiles). Our promises for personal learning pathways, interdisciplinary education and research place more emphasis on the roles of designer, coordinator, lecturer(-researcher) and coach. However, this does not mean that the other roles become less important. In this way, the expert lecturers are challenged to convey the learning material and learning activities to students from other disciplines and to connect them with the results of the practice-oriented research of the research groups. Education is also changing. We spend more time on students' mastery of self-regulated learning and formative action is being built into our education more than is currently the case (see Chapter 3).

To effectively guide students in selecting their personal learning pathways, lecturers focus outward. They know how the world around them is changing and look beyond the boundaries of their own field. Knowledge of the possibilities and opportunities within THUAS is crucial to properly guide students on their personal learning pathways and to encourage them to make decisions outside their own degree programme.

Our teams actively seek collaboration with alumni, the professional field, (international) partners and research (see Chapter 2). Not only does this include collaboration outside the walls of THUAS, but also between different degree programmes, faculties, centres of expertise and services.

Our teams function as learning, creative communities with room for critical dialogue, learning processes and experiments. A central place is given to jointly creating a socially safe learning environment for our students and utilising and dealing with diversity (see Chapter 4). Each team makes annual agreements with each other about the steps they will take to, for example, make the learning environment more inclusive. This includes considering more inclusive design, coordination and testing and giving attention to inclusion in learning outcomes. But also, for example, more inclusive service provision. In the coming years we will work towards more diversity in our employee population as well, which will therefore better reflect the diversity that we also have in our student population.

Our choice for personal learning pathways and the necessary standardisation and harmonisation have consequences for everyone who makes this change possible and for the systems and processes that must support it. We are mapping out these consequences, for educational logistics, accreditations, quality assurance, student monitoring systems, our information provision and service provision, and we will address them in a targeted manner.

Ultimately, this not only leads to the possibility of individual learning pathways where the student takes control, but also to fewer exceptions. This reduction in exceptions reduces the pressure on examination boards and leads to fewer testing moments, so that the work and peak pressure of the lecturers and everyone involved in test support decreases. It also leads to a clearer demand for support systems. Less manual work is required to set it up. Fewer corrections will have to be made, so that we reduce the administrative burden for everyone. Ultimately, we will notice this economy of scale in the relatively fewer number of hours we use for course organisation and testing.

The learning organisation

If we want to change successfully as an organisation, it is necessary to be a learning organisation that stimulates development and initiative. Based on this THUAS-wide educational vision, we work together on our objectives in a targeted manner. We start by defining learning outcomes, after which each team can determine in its programme what is needed for them and how they will work on them and who and what they need for this. A team chooses, in consultation with the faculty management, its own timetable. One team may begin at a different time than the other, depending on the difference between the current and desired situation. The moment of starting may also depend on changes already planned in the curriculum and on coordination with other programmes in the faculty or in the domain. But in 2028, when the current Strategic Plan expires, all teams will have started with the realisation. Most will have already largely implemented the educational vision. But even then, we will not stand still. We closely monitor and implement the latest developments in the field of education.

Lecturers and educational teams are central. They are supported and are in the lead in shaping change. High-quality educational and logistical knowledge is brought together for them. The new Centre for Teaching and Learning (CTL) will play an important role in this process. It focuses on educational innovation and support in a broad sense.

We strive for continuous learning, we encourage growth and development, we examine our own assumptions and beliefs and reflect on them. We also work on collective knowledge building and development, collaboration and exchange of ideas. We recognise that our students can only grow if our employees grow as well. Based on this belief, we encourage all our employees, managers and leaders to continue to develop. We set the bar high for ourselves. The permanent development of the individual and the team is not a question, but a given. To truly realise the educational vision, significant further development of the competencies of all our employees is required. With lecturers, lecturer-researchers, with support staff and, also with our leadership, both within the services and within the faculties and centres of expertise.

For example, consider making changes possible and encouraging initiative, supervising and conducting research, interpreting and working with data, collaborating with the professional field, acting interculturally and coaching and guiding students. This means they are enabled to make the right decisions that align with their needs.

This educational vision is an invitation to everyone within and outside THUAS who wants to work with us on just coexistence, sustainable transitions, and a digital future. In the years to come, we will work together to make an impact with high-quality and future-proof education for all our students. Thereby, enabling students and employees to continue to develop their potential and have opportunities that they would not otherwise have.

> **At THUAS, the main focus is truly on: "How can we provide optimal guidance for students in their development".**

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