

HAN AMBITIONS FOR 2016-2022

LEARNING AND INNOVATION: WORKING TOGETHER IN TRUST AND CONFIDENCE

OPEN UP NEW HORIZONS.

HAN UNIVERSITY
OF APPLIED SCIENCES

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PREFACE

The 2016-2020 Institutional Plan (IP) of HAN University of Applied Sciences marked the start of a new direction at HAN. Key to this new direction is HAN's desire to stand out in how we inextricably link education, research and professional practice ("the triangle"). We aim to achieve this using a management philosophy based on the principles of "professional governance". This basically means that lecturers and researchers themselves take as much responsibility as possible for excelling in the triangle, where the prevailing atmosphere is one of trust, collaboration and mutual inspiration. Support staff contribute to this from within *their* profession.

The IP is still very much alive amongst many HAN staff, who use it as intended: as a guiding perspective. The NVAO inspection panel that visited HAN in the spring of 2019 for the institutional quality assurance assessment concluded that HAN now has "a strong and mature quality culture". The panel speaks of "a bold and inspiring institutional plan that is

recognised and supported at all levels of the HAN organisation" and notes that HAN has made visible progress in the past years.

The Executive Board feels inspired by this panel assessment and sees it as a confirmation of its decision, approved by the Participation Council and the Supervisory Board, to extend the IP two years beyond its formal expiry date of end 2019¹. The institution plan has thus gained the title "2016-2022 Institutional Plan".

This extension allows us to give all HAN staff the space to continue on the path they are now following. A path that has delivered excellent education (as shown by numerous positive accreditations, prizes and innovations) and engaging practice-based research (according to many positive inspections, research grants and prestigious collaboration projects), with the dedicated assistance of our adept support staff.

The many satisfied students and external stakeholders will only benefit more from the extension of the IP.

As of 2020 HAN has a new organisational structure, with schools instead of faculties and institutes. This IP, written in 2016, is still based on the old situation. This does not detract from its content, however, which can easily be translated and applied to the "new-style HAN".

Executive Board

Kees Boele, Yvonne de Haan and Bridget Kievits

July 2019

¹ In accordance with article 2.2 of the Higher Education and Research Act, which stipulates that the institutional board must adopt an institutional plan once every six years.

INTRODUCTION

'Education in an unpredictable world' is one of the themes of the recent ministerial document *Strategische Agenda Hoger Onderwijs en Onderzoek 2015-2025* (= strategic agenda for higher education and research). Higher education is intended to prepare people for learning and working in a complex world full of major social challenges. This principle forms the basis of the HAN institutional plan. It describes the ambitions of HAN University of Applied Sciences for 2016-2022.

The plan was drawn up on the basis of the following four questions:

1. What trends and developments are relevant?
2. Who and what do we want to be in 2030?
3. What is our current position? What are our strengths and weaknesses?
4. What does this mean with respect to our ambitions in the period from 2016?

In order to answer these questions, we have taken inspiration from students, alumni, staff,

and representatives from the professional field, the government and fellow educational and research institutions.

Having made an analysis of relevant trends and developments, and having been inspired by essays written by students and staff, we have developed a long-term perspective for HAN in 2030. We have interpreted this as three future scenarios. Using those scenarios as a basis, seven broadly-based teams designed future scenarios for our education, research and valorisation, as well as for the way in which staff policy, campus buildings and facilities, ICT and marketing can help us to realise these scenarios. We are pleased with the result and with the strong internal and external support for our ambitions.

We wish to distinguish ourselves as an institution in two ways:

1. We want to excel in the quality, intensity and impact of the connection we make between education, research and the professional field. We wish to do this in such a way that we provide well-qualified

professionals who are not afraid to explore new horizons, who continue to develop themselves, are socially engaged and operate with a moral compass.

2. We want to excel in the way in which we work together at the HAN on the principle of a quality culture. This means keeping a systematic focus on a) the content and quality of the work we do, b) the professional responsibility that everyone takes for this, c) an atmosphere characterised by collegial inspiration, cooperation, pride and trust.

The highly successful Large Scale Dream day, attended by all HAN staff on 12 June 2015 at Gelredome in Arnhem, was in this respect particularly important. In an atmosphere of great solidarity, we considered and gave shape to the role of internal and external developments as a basis for our direction in coming years. We also experienced first-hand that it is people that make the difference and that organisational culture and behaviour,

fuelled by values, will determine the quality of what we do.

We have consciously opted for a compact, guiding strategic plan with broad targets. We are challenging all faculties, institutes and departments, and even individual members of staff, to give shape to the formulated perspective; and we have every faith in them. HAN is ready to collaborate with its students, staff and external partners on learning and innovation in the interests of the professional practices of the future.



01. CONTEXT AND TRENDS: THE INCREASING IMPORTANCE OF KNOWLEDGE IN A DYNAMIC ENVIRONMENT

We would like to begin this plan with a summary of the most important trends/developments in the local and EUREGIO¹ context.

¹ The name EUREGIO stands for European region. It is used to refer geographically to a section of the Dutch-German border area covering parts of the Dutch provinces Gelderland, Overijssel, and Drenthe as well as parts of the German federal states Nordrhein-Westfalen and Niedersachsen. (Definition from the EUREGIO website: <http://www.euregio.eu/en>)

EDUCATION, STUDENTS AND TECHNOLOGY

Dutch Universities of Applied Sciences train professionals to live and work in a dynamic, complex and globalised world. Technological developments and developments in the labour market are taking place in rapid succession. We are also seeing jobs and professions changing and ceasing to exist, while new ones are evolving simultaneously. As a result of these developments, new and ever-higher demands are placed on professionals. This requires great flexibility of all parties involved. This also applies to our education and research.

The increased heterogeneity of the student population requires more personalised education. This means adapting to the characteristics of new generations, closer links between the various education sectors, special attention for excellence and profiling, doing justice to the diversity among students, and - increasingly - international student mobility.

The demand for highly-trained personnel is increasing. In order to cover that demand, it is also essential that part-time education is made more flexible and accessible to a wider target group.

Educating students is not just about the student's professional development (Ausbildung), but also about the student's personal development (Bildung) as pertaining to professional practice and the development of citizenship.

Regarding quality assurance in higher education, the emphasis is now being placed on learning outcomes and institutions' quality assurance systems. In the coming years, the focus will be on finding the right balance between this system and the individual quality culture, also in relation to 'output' and external responsibility. Information and communication technology (ICT) is playing an increasingly important role in the teaching methodology, the use of educational resources, the interaction between students, teaching staff and professional

practice, and in the assessment. Developments in the field of educational technology will have consequences regarding educational policy, management style and educational practice. This also applies for our researchers, in all aspects of their work, such as managing virtual collaboration and 'open access' of research results.

LOCAL AND EUREGIO DEMOGRAPHIC TRENDS

In the province of Gelderland, we are dealing with demographic development that differs per region. In general, the growth rate will drop over the coming decades, the population will age further and the professional population will shrink. On average, the population of Gelderland will increase slightly between now and 2035, after which it will drop a little. After 2020, the number of fifteen to twenty year-olds will drop significantly in the regions where most of our students come from, which will affect the future student population. HAN's total student intake between 2014 and 2030 is

expected to drop by over 10%. Competition from Saxion and Avans is an important factor with respect to the development of the HAN's market share. If policy remains unchanged, the student intake for part-time courses will drop even further.

At best, the labour market in Gelderland is expected to show only weak economic growth. This means minimal job creation and a sustained, relatively high level of unemployment. The discrepancy between supply and demand when it comes to highly-trained workers will continue to be a problem.

Demand for applied research and innovation will continue to increase. This is the way in which HAN can contribute towards economic and social issues in the region. Moreover, it inspires us to better streamline our education with professional practice. It has not yet been established whether the demand for applied research will also result in revenue through higher private income compared with public funding.

PROVINCIAL AND URBAN NETWORK

The Arnhem-Nijmegen region forms the link between the Netherlands and Germany, and makes an important contribution towards the Netherlands' position with regard to international competition, both in the Dutch government's priority sectors of health and energy, and its contribution to the basic structure of the Dutch economy. It is for this reason that provincial and municipal policy focuses on these sectors and on strengthening small and medium-sized enterprises.

Preparing for the future means providing the knowledge, skills, and especially the attitude you need to be able to stand your ground, even when the profession you once chose has become superfluous because of new technological revolutions.

Fedor de Beer
Researcher at the Applied Research Centre for Quality of Learning, author HAN essay competition



02. HAN'S AMBITIONS AND PERSPECTIVE 2016-2022

OUR AMBITIONS WITH REGARD TO EDUCATION AND RESEARCH

Our mission is to qualify, socialise and develop our students for their future professional practice and citizenship, and to provide innovations in a dynamic, increasingly globalised and complex society. We train our students to become self-confident, empowered individuals who look beyond borders and are equipped to innovate their profession. This demands a perspective that reaches beyond the boundaries of any single discipline and that stimulates learning and innovation. Through professional learning communities connecting education and research, students and the professional field, we are aiming for maximum personal impact and societal innovation.

Our education is intensive and of a high quality. Face-to-face instruction lies at the heart of our educational learning environment. We challenge students to make optimum use of their time at HAN, so they are able to develop their talents and passions

in every phase of their career. We take into account students' different learning styles and give them the opportunity to follow various learning tracks. Our learning environment provides the peace and security that students need in order to integrate academically and socially, such as small-scale forms of education and areas within a professional learning community. We regard our students as professionals right from day one. We invest significantly in the relationship between students and teaching staff in specific learning situations.

Our education is geared towards professional practice, which is strongly integrated into our curricula both in terms of content and teaching methodology. Workplace learning, developed in close collaboration with the professional field, is also part of the total mix of forms of education we offer. Being internationally oriented is also important in this respect. Professionals will be obliged to regularly reassess their qualifications so that they can continue learning after their initial course of study ('lifelong learning'). Our public task and responsibility is to make our knowledge accessible to them.

“

For me, learning takes place when I truly connect with the student; it's about a professional learning community where I, together with the students, give shape to the education they receive, and where they are at the helm of their own learning path. This is precisely how trust evolves, which in turn encourages students to explore further.

Rinny van der Meer

Lecturer in learning & development, during the large scale dream

Our education and research are closely interlinked and of equal importance because we want to excel in our interaction with the professional field. Our research is practically oriented and focuses on 'transdisciplinary matters', particularly in our Dutch-German region. The research we conduct is automatically valorised in this way. We have a consistent and distinctive research programme centred on several priorities established through active dialogue with the outside world. Our research is methodically sound and closely linked with both regional partners and our Bachelors and Masters courses.

We effectively anticipate the rapid changes in the labour market, the professional field, student populations, and information and communication technology. This means that HAN offers significant opportunities for ongoing professional development, knowledge sharing, and mutual learning.

OUR AMBITIONS WITH REGARD TO QUALITY CULTURE

Education and research are performed by people. It is they who must be able to flourish, supported by systems and instruments. This is exactly why our policy is based on quality culture. By that we mean a culture based and focused on a) a distinctive, collective ambition, b) professional independence and responsibility, and c) an inspiring atmosphere characterised by security, mutual feedback and trust. We want to see this happen at all levels. Each course should, for example, have a sharply defined, distinctive and specific character, established in mutual agreement between teaching staff, students, researchers, professionals and alumni. This profile gives the study programme an identity and makes it attractive to all those concerned.

We guarantee the quality of our education and research by regularly reflecting upon the questions of for whom, how and to what end we are providing that education and research. The responsibility for (assessing

and maintaining) the quality of education lies primarily with the relevant teaching staff, students, researchers and those in the professional field.

This philosophy makes great demands on all of us. The starting point is that we want to organise things in a more integrated fashion, and work on the principle of 'professionals governance'. It is not about methods but about people. Organisational culture and behaviour are therefore more important than structure and systems. Our supporting services offer the instruments needed to realise our educational and organisational ambitions. Our systems are operationally excellent and support our students, teaching staff and researchers.

We strongly believe that our staff, at all levels and in all their professional roles, are pivotal to quality and quality improvement, and in this respect will be at the heart of our organisational strategy for the coming period. Sustainable development of leadership, team

and staff are key to this end. This is not only a question of professional development, but also of consistent governance with regard to the quality of services provided.



I'm glad to hear that HAN is in favour of a culture change; a culture in which innovation, learning, trust and collaboration are the focus. Trust, for me, means that your starting point is assuming good intentions in others.

Marleen Kaijen

Senior lecturer in Occupational Therapy, during the Large



WHAT DOES THIS MEAN IN CONCRETE TERMS FOR EDUCATION AND RESEARCH?

HAN's core mission is to *qualify* students for a profession. This means gathering the knowledge, skills and attitudes that our students need in order to practice their profession. We train students to cope with the challenges of their chosen profession and of the future labour market. We also try to find a balance between the rapidly-changing labour market and the relatively stable knowledge, attitudes and skills base that characterise many sectors.

Learning is a student activity. Training and education are the guides in that learning process: creating activities, situations and physical locations in which students can – and do – learn. At HAN University of Applied Sciences, students are encouraged and challenged to use education to develop their talents, passions and careers in a way that does justice to individual learning styles.

For us, practising one's profession in a rapidly-changing society means that education not only focuses on gaining qualifications for that profession but also the student's personal development and socialisation. Every faculty, institute and department realises this in its own specific way.

Socialisation means that students become participants in a certain cultural and social-professional tradition. Socialisation during the course of study means progressing from student to employed worker and from employed worker to student again.

Socialisation in the profession means learning to be addressed as a future colleague of other teaching staff members and professionals, or, if the student is already working, reassessing one's own professionalism.

Personal development means that students should be able to act independently of the given contexts. Our education will therefore give increasing attention to the personal development of our students.



In the coming period, in order to firmly establish these three elements (qualification, socialisation and personal development) in mutual balance within our education, we want to realise the following:

Every student feels recognised, seen and heard throughout their entire course of study.

This demands reinforcement of student supervision and transition management, and greater differentiation and customisation in our education.

- **Student supervision** begins at the first meeting. We ensure that students are where they should be as soon as possible. International students receive specific coaching.
- **Learning environments are therefore small-scale.** Small-scale professional learning communities of students and teaching staff are part of high-quality education, particularly during the first year.

- **Differentiation and freedom of choice are focused on different target groups.**

Differentiation in the range of study options means more freedom of choice with respect to various routes and specialisations, excellence projects, transition projects, various educational formats (full-time, part-time, workplace learning) and in different languages. This means:

- Using knowledge from other disciplines and learning to make transdisciplinary connections.
- The freedom within a study programme to specialise or to differentiate within the range offered (excellence tracks, minors) or within extracurricular activities (for example member of a participation council).
- Specialisation routes in which students from various departments work together on research assignments.
- Students may participate in assignments/research in hubs, innovation labs, workplace learning

units through enhanced collaboration between professors, associate professors and lecturers.

- The opportunity for students to follow part of their course elsewhere, both physically (including abroad) and via e-learning.
- More differentiation between different forms of learning (face-to-face - online, learning - workplace learning) and in learning situations.

What we want is a carefully weighed total mix of different forms of education, implemented in close collaboration with the professional field. More points of entry into study programmes will also have to be possible if required by the students, certainly for those students who work and study simultaneously. Teaching staff will have to have excellent teaching skills, both in relation to their subject and in a broader sense and be able to use a wide range of instructional methods.

Responsiveness is rooted in study programmes and research.

Our staff and students must be able to signal, further examine, interpret and transform developments and important issues in professional practice into education and research. For this reason:

- Curriculum development always takes place within the triangle of professional practice - education - research.
- In education and research, we work on specific subjects and issues which originate from society and professional practice and with which students have an affinity. This strengthens their knowledge and competencies.
- Our education and research goes beyond the boundaries of the various disciplines, departments, business units, applied research centres and organisations in order to find solutions to problems. This is something we have in common.
- An academic attitude is an integral part of student development, taking into account the differences between students and



between teaching staff. We therefore differentiate between the importance of the research components in the graduation phase.

- **Education and research are now organised in close cooperation and as equally important focal points. Research has a clear presence in the students' learning environment.**

Research and education are organised in close cooperation. This gives professionals and starters a critical, inquiring and innovative attitude. Moreover, we are not afraid to differentiate. We take into account the fact that students who have undergone pre-university education (VWO) are able to think in a more abstract fashion than those who have attended HAVO (senior general secondary education) or MBO (senior secondary vocational education). Ultimately, by 2020, education and research will form a logical and coherent whole. Teaching staff will be fully aware of how to supervise research,

and professors and researchers will be experts in teaching methods.

- **Specific attention for individual development.**
Graduates will have learned to deal with the political and social dilemmas that society presents them with, to take responsibility for these and to link them with the existing and future professional practice. They will be 'global citizens'. In order to achieve this, our education will give more attention to a 21st-century interpretation of Bildung: entrepreneurship, collaboration, communication, critical and creative thinking, recognising moral dilemmas, being prepared to take informed risks, and acting with integrity.
- **Attention for the (historical) context of the profession, the discipline, and the role and responsibility of the professional.**
Socialisation in a professional discipline implies that students understand the

history of the evolution of their profession/discipline, that they are aware of the interaction between economic/social developments and the development of their profession/discipline.

- **Students learn to deal with people from different backgrounds.**
We achieve this specific attention for diversity through the internationalisation of education and research. This may, for example, include facilitating and strengthening internationalization at home, but also through international exchanges and work placements. Internationalisation at HAN is developing thanks to the mainstreaming over the last few years, resulting in the comprehensive internationalisation of our education and research.
- **Strong relationships between study programmes and the professional field.**
Our region benefits from HAN University's presence. Our students will develop within

the regional professional field and realise assignments there. It goes without saying that they will learn to think and work in an international context. Together with the professional field, we will continue to establish what types of collaboration are useful and effective for both parties.

Research prioritisation: Health, Sustainable Energy & Environment and Smart Region.

The high-quality added value of our research and valorisation for our education and environment will mean, in addition to enhancing quality in general, further substantial prioritisation. We will focus on the themes of Health, Sustainable Energy & Environment (SEE) and Smart Region. Smart Region also forms a link that connects Health and SEE, aimed at realizing an innovative and enterprising region offering not only excellent work potential, but also residential, learning and recreational opportunities. Our research portfolio in particular is considered increasingly gauged in relation to these particular priorities. The priorities

also contribute towards our HAN profile in addition to the choices we offer as a broad university of applied sciences.

Lifelong development is part of our responsibility.

We have chosen to organise education for professionals independently, which increases focus and effectiveness and creates the opportunity for new business models. We offer working professionals programmes via 'customised standardisation'; periods of study based on standard modules which can be followed at the student's own pace. Each module focuses on the student's own workplace interspersed with contact moments (physical and online) for further insight and interactive reflection. We focus on professionals who wish to further their education with the aim of receiving an Associate Degree, a Bachelor's Degree or a Master's Degree.

OUR AMBITIONS WITH REGARD TO THE SUPPORTING PROCESSES

HAN counts on expert consultants who provide support in realizing these ambitions in the field of education and research. They do this by providing critical and advisory input to all levels of staff at HAN, from individual lecturers and researchers to directors. In addition to carrying out the standard management and administrative tasks required, they will also be developing and providing instruments to facilitate students, teaching staff and researchers in their work.

With regard to our **HR instruments**, which focus on concepts such as sustainable development, development of learning ability and diversity and collaboration, we consistently ask ourselves what these concepts contribute towards improving the quality of our primary processes and thus towards the professional development of our students. We define these expectations for each group of professions. We also determine

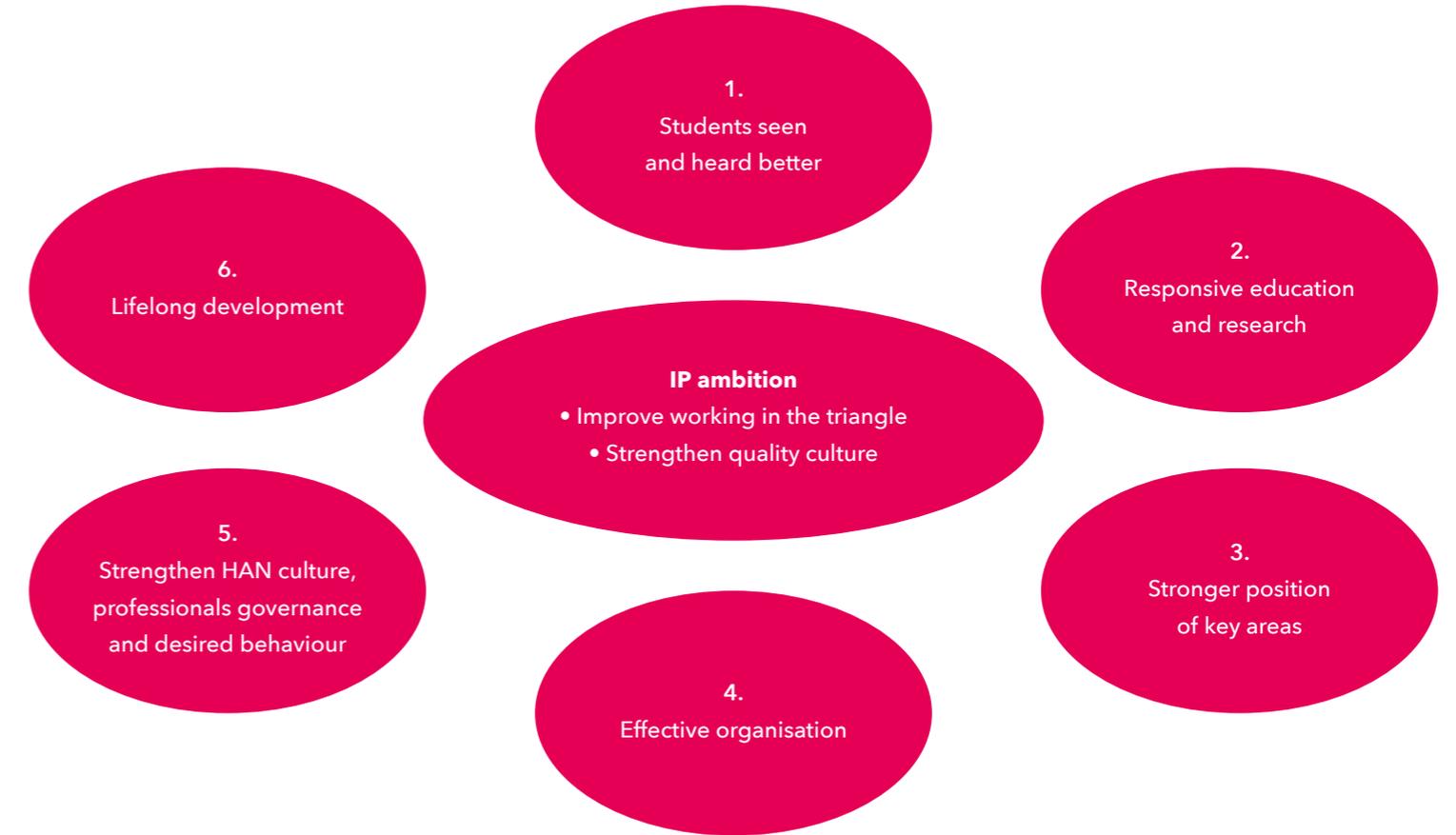
how we plan to manage and monitor staff development.

Our **information policy** supports lifelong personalised learning, research and work both in and by a technology-assisted social and open workplace learning environment. That means that the information services will go from being static to flexible, from not only institution-wide but also to personal digital resources, from application to data, closed to open, and from cost item to value creator.

Our **campuses** will be a meeting place for education, research and the professional field. Services and facilities will be open and accessible for our partners in the region. Our campus buildings and facilities will serve to facilitate student study, both in terms of individual activities and group activities. In anticipation of demographic developments, we will focus in our future buildings policy on the improvement and the efficient and flexible use of the current buildings. Sustainability with regard to buildings and business

operations will remain an important starting point.

Our vision and ambitions will have implications for our desired identity: who we want to be, what we represent and how we distinguish ourselves. We will give this substance with an attendant **positioning programme**. HAN-wide positioning will form the basis of all internal and external HAN communication. We will continue to further develop our identity together. We will learn more from each other, work in an interdisciplinary fashion, and share knowledge significantly more actively than is now the case. We will also communicate this identity with the outside world more powerfully, by celebrating and showcasing our successes making good use of our alumni, students and staff.



03. STRATEGIC PRIORITIES FOR 2016-2022

Having described the main trends and formulated our mission and ambitions, we will now set our priorities for 2016-2022. We have done this using our three categories of stakeholders as a basis: staff, students and the professional field. We will set out '3x7' priorities.

WHAT ARE WE GOING TO DO FOR OUR STAFF?

1. We will reinforce the quality structure by professionalising our staff, vesting responsibilities at a low level in the organisation, strengthening our links with the professional field and stimulating internal mobility.
2. The responsibility for assessing and maintaining the quality of education will increasingly lie with the relevant teaching staff, students, researchers and those in the professional field.
3. Led by HR, we will be implementing instruments for work design (greater flexibility, professional space and team responsibility), developing learning ability, the sustainable development of our staff, diversity, and collaboration in teams and networks. Fluctuations in student intake as a result of demographic developments demands paying continuous attention to the size of our workforce.
4. We want people to be able to develop, with a wide range of learning options for

all our staff, focused on discovering and further developing staff talents. Leadership programmes will be developed for all staff, not only those in supervisory positions. That professional development will initially focus on personal leadership, team leadership and organisational leadership. Important themes are cooperation, team development, research skills, ICT skills, teaching skills, student coaching and gaining work experience (for example, through work placements). Our professional development will focus to an increasing degree on teams and on on-the-job training.

5. Leadership will be inspired by 'professionals governance'. This will mean a less hierarchical system of management as our staff will be taking more responsibility for the quality of their work and will also be prepared to be accountable for this. They will organize themselves and set their own standards, as well as working within a close-knit team, on the basis of professional standards

and with well-developed mutual feedback mechanisms.

6. Institutes will therefore become the supporting entities of our educational and organisational ambitions, and in which people connect through education and research.
7. The focus of the Services Department will also change; it will facilitate the institutes in their education and research in the light of HAN-wide objectives and ambitions. On the 'hard side' of the organisation, we will increase standardisation in the basic infrastructure of our business operations, with greater flexibility on the 'soft' side.

WHAT ARE WE GOING TO DO FOR OUR STUDENTS?

1. We will reassess student coaching and our relationship with students. This will involve more than personal tutoring and will also be noticeable in teaching situations: in the way the classes, lessons and learning environments are structured, in the way students learn and are taught, and ultimately in the students' experience. Active and proactive participation by students is crucial in this respect, not least in order to adequately develop personalised education.
2. In addition to our education serving to provide students with qualifications, we also put every effort into our students' personal development, albeit linked with their professional preparation. We teach our students to be critical professionals: in other words to be reflective and socially engaged, to be able to look critically at information and assess its value, to be critical of their own behaviour and to cope

with dilemmas and clashes of rationality in a positive fashion.

3. We explicitly include internationalisation in all our objectives and activities. We firmly establish foreign languages and intercultural skills in the curriculum, develop mutual education and research programmes with foreign partners, create diversity in our teaching and offer students the option to participate in socially-relevant international projects.
4. The student is the main focus in our information policy. In addition to our basic infrastructure (which is largely in place), we will develop a choice infrastructure ('cafeteria model') and the opportunity for users to select the local infrastructure of their choice. An intensive professional development programme of 'digital skills' will be developed for all those involved.
5. The buildings will provide the opportunity for small-scale and inspiring meetings between people. There will be an individual home basis for students, teaching staff and researchers for each

degree course/professional learning community.

6. Our campuses will provide the space for student and alumni associations.
7. We are going to tackle persistent 'dissatisfactions' among students, such as timetabling.

WHAT ARE WE GOING TO DO FOR OUR PROFESSIONAL FIELD?

1. We will be shaping our education and research in close collaboration with the professional field and our own environment. The professional field is an equal partner in giving real shape to our education and research.
2. We have opted for three HAN essential points of focus based on the economic and social cornerstones of our local region and the EUREGIO: Health, Sustainable Energy & Environment and Smart Region. The current research activities will be integrated into these focus points. Research groups, applied research centres and centres of expertise will be organised

straightforwardly and linked to our education.

3. We will work together in professional learning communities and the transdisciplinary teams. This will involve, for example, field labs, workplace learning units, excellence programmes, minors, work placements and graduation projects, the aim being to learn and innovate together.



Let's teach our students to seek connections and learn to collaborate, also with partners who may at first not seem the logical choice. And, by collaborating in a critical, professional and inquiring fashion, to not just divide up the proverbial pie, but to see if we can't make the pie bigger, or even transform it into a banquet, so to speak.

Anouk Filé
Policy worker, services department,
author HAN essay competition



4. We will reassess the structure and content of our training programme portfolio, partly on the basis of fluctuations in the student intake and developments within the labour market.
5. We will be a partner for the regional professional field, which wishes to continually innovate and develop its staff qualifications. For those already working, we will organise education in an independent section with greater focus and effectiveness. If possible, we should like to strengthen our range of programmes by integrating it into national alliances of universities of applied science per sector.
6. Collaboration with the environment requires us to be more mobile and externally focused and to have more direct interaction with our partners in professional practice. We will increase interaction by realising and giving shape to exchange programmes, secondments, and research and professional work placements, all in collaboration with the professional field.

7. Our campuses will develop in co-creation with the professional field to become a source of inspiration for knowledge sharing, knowledge development and innovation. Start-ups will be able to establish themselves on or near to our campus. There will also be space for small student companies. Starters, student companies and the professional field will be able to make use of our labs and expertise centres. Extra attention will be paid to the availability and accessibility of our services, in particular for small and medium sized enterprises.

Innovation and research are important in order to be one step ahead of the rest, not in order to write book-long reports that end up in some file in the cloud. No, practical research that is of genuine use to social institutions and companies.

Daphne Bras

Process coordinator HAN VDO, author HAN essay competition



04. WHAT IS THE NEXT STEP?

This institutional plan is our collective ambition which is analogous with degree course accreditation, that is, our profiling according to 'standard 1'.

A first step would be to develop a 'programme' along the lines of 'standard 2'. In order to do so, HAN will set up an operational strategic plan in which we interpret the institutional plan into concrete objectives, the efforts required to do so and the resources that need to be allocated. In other words, a multi-year framework letter at HAN level. This will yield a multi-year budget to which we wholeheartedly commit if it concerns the euros associated with this plan.

A second step would be to challenge various HAN groups to think this plan through thoroughly and to interpret it at their level. In essence, the collective ambition is leading and thus not without obligation. However, it provides adequate freedom for local parties to implement it as they wish.

A third step would be that in the mid-term review of the institutional quality assurance assessment (2016), we show that this institutional plan is a real guiding factor within the HAN. This is 'standard 3'.

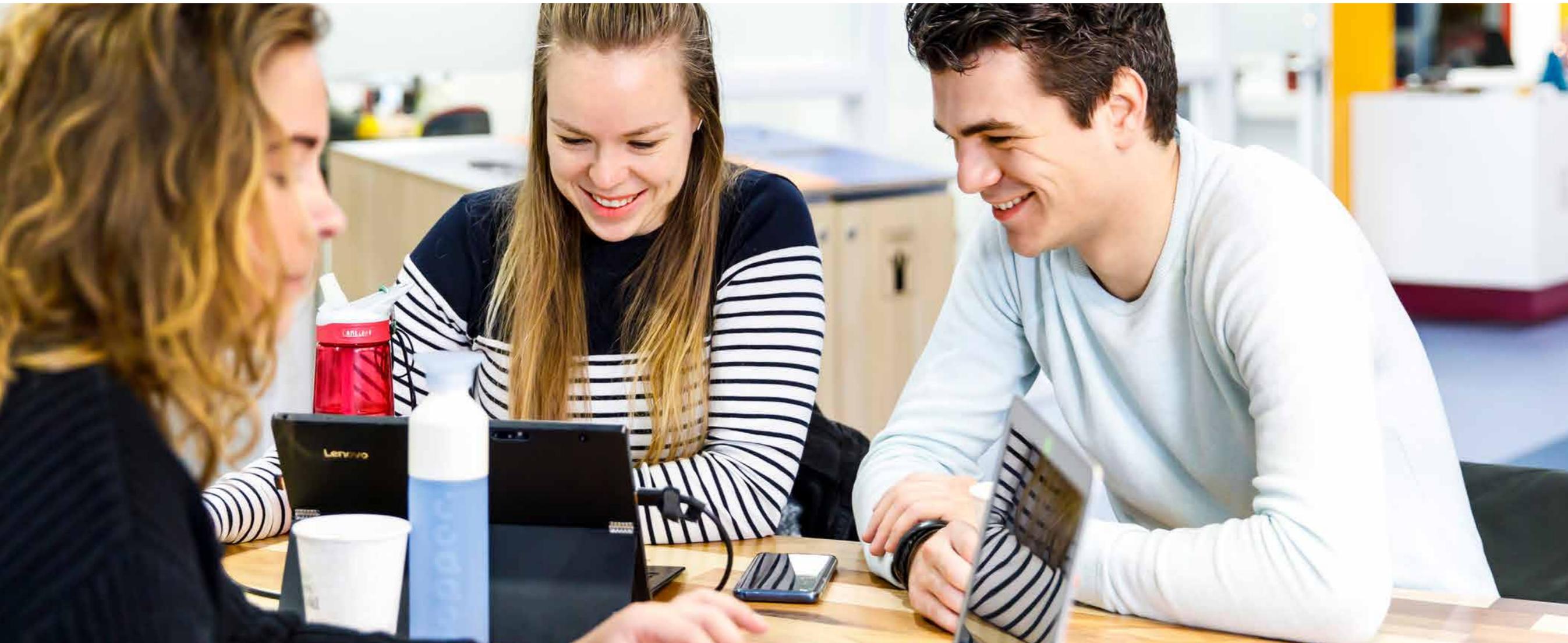
And finally. Entirely in line with the philosophy of this institutional plan, which focuses on the education-research-professional field triangle, we would like to symbolically underscore the plan with a delegation of our staff, students and external stakeholders. This plan thus also serves directly as our local performance target.

This is how we finished the 2016-2020 IP.

The signing took place in January 2016 at the official presentation of the institutional plan. The progress and realisation of the IP is assessed annually in the meetings with the professional field and at the annual setting of policy priorities. We have made good progress with the realisation.

At the end of 2018 we started a process to more effectively gear our organisational structure towards our substantive educational and research ambitions through the realisation of 14 schools. Also, to set up a central policy team and service organisation to serve the Executive Board and the schools.

As described in the preface, we have decided to extend the IP by two years because it still offers sufficient footing, guidelines and challenges for the near future. The positive outcome of the mid-term review in the framework of the institutional quality assurance assessment (2019) gives grounds for continuing our ambitions. We formulate our goals annually based on the six policy priorities and account for this in our annual report.



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