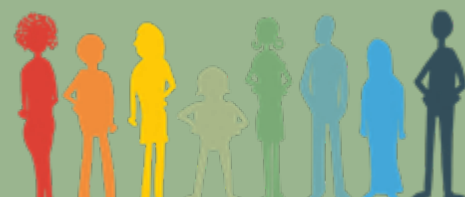


Exploratory Report



HEO towards responsibility with control



Vereniging Hogescholen

Exploratory Report

**HEO towards responsibility
with control**

Inhoud

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Foreword

The Higher Economic Education [*Hoger Economisch Onderwijs*, HEO] Exploratory Committee was installed on 30 September 2020 and immediately became an example of the new way of working; COVID-19 had an impact on society and on the committee. This exploration was carried out without the committee members physically meeting each other. All meetings and consultations took place remotely and so did all theme meetings. This went exceptionally smoothly, which is a compliment to the committee members, the secretaries, the participants in the theme meetings and many who contributed to this study.

In addition to the coronavirus pandemic, this study also took place under another dominant star: the prevailing idea that HEO study programmes have limited prospects on the labour market and that there should be more guidance to encourage students to enrol in sectors experiencing shortages, such as engineering and health care. This picture is expressed in, among other things, the advisory report 'Wissels om' ('Turning Points') by the Van Rijn Commission (2019), the policy response and the letters from the Ministry of Education, Culture and Science on "Accessibility of higher education" and "Macro-efficiency in higher education".

The HEO is large, diverse and comprehensive. It is the largest sector in higher education with more than 37% of all higher education students in its study programmes. The study programmes vary widely in terms of content, nature (narrow and broad) and size. Some thirty study programmes give colour to the economics sector, including: Accountancy, Commercial Economics, Leisure, Logistics, Law, Communication, Real Estate, Facility Management, Tourism, European Studies, Entrepreneurship and Retail Management. The common denominator of the study programmes in the sector is that they educate professionals and practitioners who initiate and secure changes and connections in their working environment from supportive and managerial positions. And they therefore occupy a key position in the major social issues with which people are being confronted in practice.

The exploratory committee met a sector that is aware of its key position and the social responsibility that goes with it. The sector also recognises its increasing contribution to society's earning power and, to this end, provides the knowledge and skills and specialisms needed for new earning models. This is happening in a complex world characterised by major national and international developments. The desire to continue to improve study programmes, to link them to other study programmes and to flexibly adapt them to regional, national and international labour market needs is widely felt. This picture is in line with the wishes of the purchasing field: the sector is characterised by the environment of the study programmes (pre-university, senior secondary vocational education and university programmes, fellow institutes, external service providers, NVAO, CDHO, ROA, DUO and so on) and companies as an important pillar for all societal, economic and social transitions in which society is and will be finding itself. This purchasing field requires more responsiveness to current events and less traditional educational forms.

The social challenges are considerable and will manifest themselves in the coming years in the business operations of all types of companies and institutions, both large and small. In addition to employees, self-employed people will also contribute to this. Themes such as climate and the environment, sustainability, health, demographics, safety and an inclusive society have an impact on business and call for new visions of business models and different value systems. These themes are driven by digitisation and technologisation with, among others, the rise of social media, big data, artificial intelligence, robotisation, the Internet of things and cybersecurity. This calls for graduates with skills to match, who have guts and can work independently and entrepreneurially. The companies and institutions call on the HEO to give substance to this. The labour-market perspective is not interpreted in quantitative, but in qualitative terms: there is plenty of room for HEO professionals with these knowledge and skills.

HEO graduates will steer, lead and support the constantly changing choices within companies and institutions. 21st century skills are an indispensable part of that, but so is a solid knowledge base. As well as the ability to expand the knowledge base with new ideas and insights appropriate to the circumstances. Study programmes must continue to adapt and be flexible to better equip students with the knowledge and skills to deal with changes and social issues. Cooperation with the business community, crossovers between study programmes, digitalisation and a stronger practice-based research policy are important tools in this regard. There will have to be room to adjust study programmes quickly, to increase the student's freedom of choice and to guide the student to the labour market. Focus on, and implementation of, Lifelong Learning is required.

The image that emerges from this study is ambitious and requires a great deal of self-reflection, power to change and self-direction by the study programmes and within the universities of applied sciences. The committee realises that there is great diversity between the universities of applied sciences and the study programmes. With its critical view and strongly guiding recommendations, the exploratory committee grants all HEO professionals the desired qualitative impulse to support the process of change and renewal, and hopes to set in motion an unstoppable process that will further increase the visibility and impact of this sector.

Michaël van Straalen

HEO Exploratory Committee Chair

Testimonial kerngroep

This HEO study is characterised by the fact that a large number of stakeholders were contacted. This view from outside in is crucial for a field that trains for a very diverse professional field with specialised and also broad training. A careful process has been carried out in which the many stakeholders in higher economic education have contributed.

People in the field speak appreciatively about the important role that HEO students and alumni have played for decades in changes and developments in government, companies and institutions. They see this role only growing in importance as a result of the major issues we face as a society. The influence of technologisation and digitalisation is growing. Universities of applied sciences therefore play an important role in increasing the knowledge and skills of not only our students but also our staff in this area. This future-oriented view of new roles for students and alumni offers universities of applied sciences tools to calibrate or recalibrate curricula, as well as to determine where gaps still remain and perhaps also where adjustments to the portfolio can be considered.

In addition, the study looked specifically at the challenges that lie ahead regionally, nationally and internationally. The exploratory study has sketched a picture that makes it clear what contribution the HEO can make. The important, connecting role that students and alumni can play in regional ecosystems, for example, is recognised and acknowledged, including connecting regions on a national and international level.

The fact that entrepreneurship and acting in an international context are explicitly specified does justice to what this sector adds to higher education in the Netherlands.

In addition to a number of common aspects, the sector is also characterised by great diversity. The diversity of the professional fields served by the study programmes means that there is not only a broad pallet of economic study programmes, but also that the Committee's recommendations must continue to do justice to the differences that exist between, for example, an Accountancy programme and a Hotel Management study programme. While retaining this breadth, the exploratory report has succeeded in coming up with recommendations worthy of strengthening the sector in the coming years.

The HEO sector is characterised by a relatively large number of students from various cultural and socioeconomic backgrounds and, in this respect, has an emancipatory function. We need to improve the flow of students, both within higher vocational education (HBO) as well as from senior secondary vocational education (MBO) to HBO. Student success also requires attention from universities of applied sciences in this context. The recommendations included in the report on this point are therefore valuable.

The study identifies the emphases the sector must address in the coming years and provides sound recommendations for further development of education and practice-based research. The need for this is considerable and requires (administrative) responsibility to look for space within the frameworks of study programmes, which are sometimes experienced as constricting. With boldness and guts! We are happy to take up the gauntlet.

Zakia Guernina
Yvonne de Haan
Erica Schaper
Luc Verburgh

Basic principle

The HEO study programmes have a special position within higher vocational education (HBO). It is the largest sector of higher education and has a great diversity of study programmes and students. Both in terms of (cultural) background and motivation of these students. All of the study programmes are firmly rooted in the professional field and educate students who will give substance and direction to social changes. HEO students are characterised by a broad background. In addition to students with a pre-university education, a large number of them come from secondary vocational education (MBO). The HEO is also characterised by a substantial group of students with a non-Western migration background. The future HEO professional is growing up in a 24-hour economy in which Internet and social media play a prominent role. This professional values opportunities for growth in the work environment, good mutual cooperation and a balance between work and private life. Lifelong Learning is considered essential.

Nineteen universities of applied sciences offer study programmes in the field of economics. In the spectrum of Associate's - Bachelor's - Master's degree programmes, 75 unique programmes (full-time, part-time, dual) will be offered in 2020, 31 of which are Bachelor's degree programmes, 31 are Associate's degree programmes and 13 are Master's degree programmes. Looking at the number of HEO enrolments, a gradual increase can be observed in the period 2016-2020: the growth of the number of Associate's degree programmes and their students is the highest, but in terms of percentage, by far the most students enrol in the Bachelor's programme. Other than the engineering sector, the economic sector has the most Associate's degree programmes. The inflow into the Associate's degree programme comprises 10.1% of the total HEO inflow (and 5.1% of the total number of enrolments in the economic sector) and the inflow into the Master's 1.5% (and 0.5% of the total number of registrations in the economic sector). See the annexes for the HEO training portfolio and Facts & Figures.

The committee was asked to provide the Netherlands Association of Universities of Applied Sciences (Vereniging Hogescholen, VH) with recommendations on the HEO based on three key questions:

- What are the most significant substantive developments in the HEO professional field?
- How is the labour market developing in each domain, regionally, nationally and internationally?
- What does this mean for the content and offerings of the study programmes?

Because the HEO sector is broad, six themes have been identified to guide the diversity of issues. The six themes are structured in a way to enable them to deepen each other.

- 1 New economic (value) systems and transition
- 2 Technological citizenship and broad skills
- 3 Crossovers and opportunities in the sector
- 4 Labour market relevance in the HEO sector
- 5 Strengthening equity with a focus on advancement
- 6 HEO issues for practice-based research and connection to education

For more information, see the in-depth document 'Samenhang en achtergrond thema's' ('Cohesion and background themes').

Working method

The study was carried out by the exploratory committee in cooperation with the sectoral advisory board [*sectoraal adviescollege*, SAC] and executive board of the HEO sector council during meetings based on, among others, the above six themes with representatives from the labour market, administrators (including a core group of four administrators) of the HEO study programmes, policymakers, students, lecturers and the programmes. Each of these meetings was attended by 30-60 participants and experts from various backgrounds – 220 in total. The findings were discussed by the exploratory committee with representatives from the field of higher education (including administrators, the HEO sector council and the HEO sectoral advisory board) and on more specific subjects with the chairmen of the national education consultations [*landelijke opleidingsoverleggen*, LOOs]. Based on all the input, supplemented by literature research, relevant parliamentary letters, previous reports and available data, the committee compiled its exploratory report and formulated its recommendations.

This report is accompanied by seven in-depth documents that can be read separately and serve as guidelines and further substantiation for the Committee's recommendations:

- 1 Promoting student success: Integral working based on modifiable factors
- 2 Macro-efficiency
- 3 Strengthening practice-based HEO research: Towards a sustainable economy and new value systems
- 4 Coherence and background themes, including reports of theme meetings
- 5 Guidelines on the structure of National Study Profiles
[*Landelijke Opleidingsprofielen*, LOPs]
- 6 Guidelines on indicators by study programme
- 7 Guidelines on CALOHEE: Anchoring study profiles in an international context

Results of the six theme meetings

The following conclusions emerged from the theme meetings.



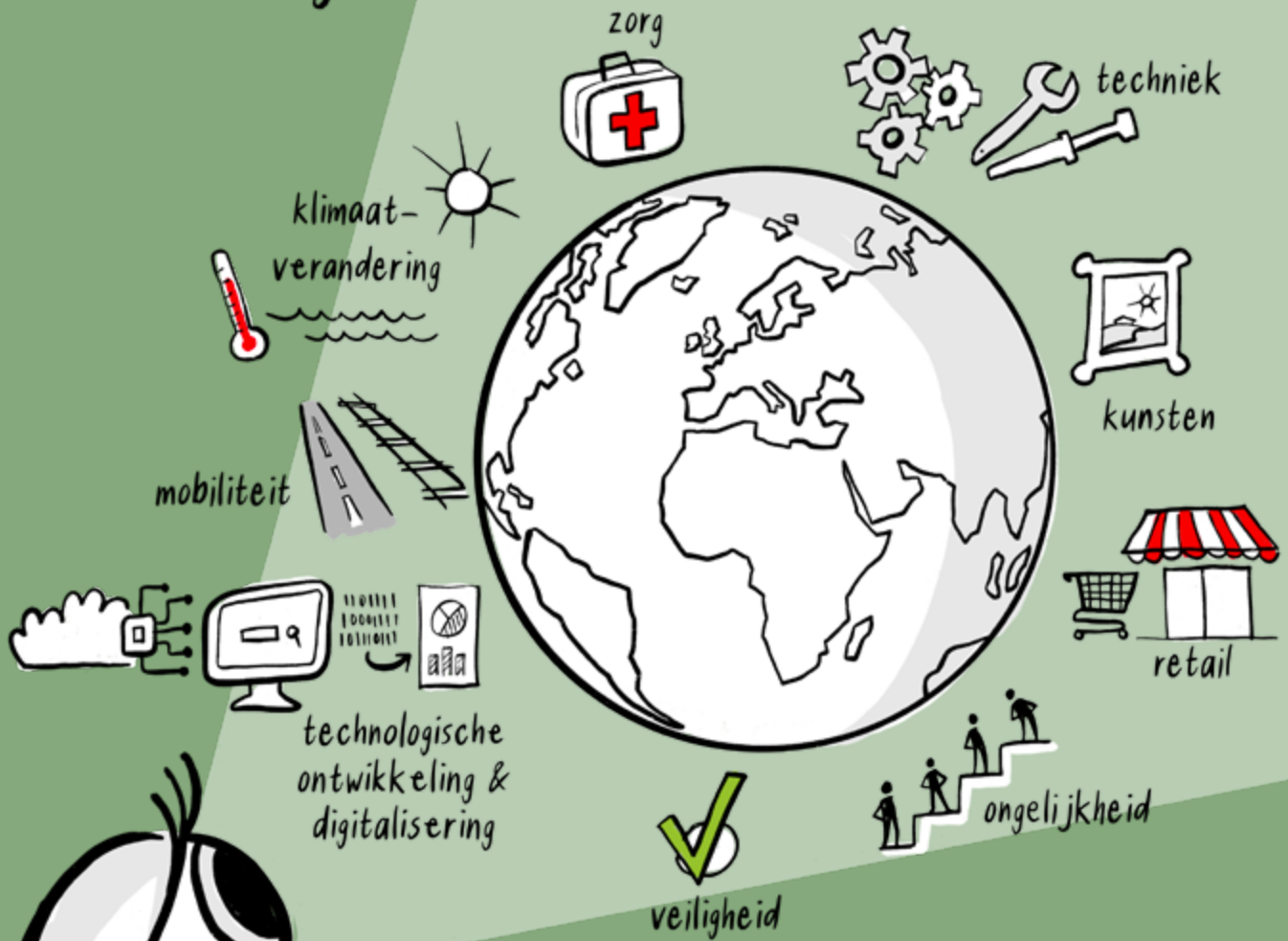
1

Theme

New economic (value)
systems and transition

"Van welvaart naar welzijn"

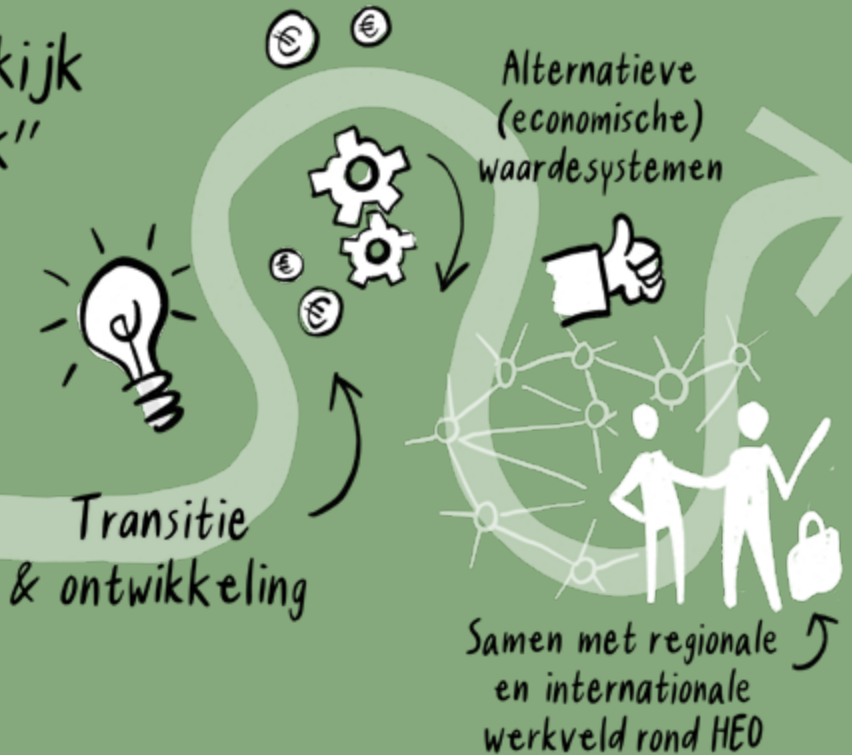
Vraagstukken wereldwijd & maatschappelijke transitie



"Integrale kijk & aanpak"



HBO-professionals:
"change agents"



A transition in economic thinking is underway and new values are emerging in society. New economic values emphasise having a global moral compass. The awareness that resources are not inexhaustible is contributing to a focus on sustainability and circularity. The general sustainable development goals have been defined – social tasks that play a role in the Netherlands and the rest of the world. We are moving towards a society with a greater focus on environmental and welfare aspects, in which inclusion is essential and in which new economic value systems are required. New security issues are emerging and society is experiencing increased juridification. The professional field expects HEO graduates to support and guide these new developments while maintaining the performance and (social) earning capacity of organisations. HEO will have to give the consequences of these social issues for organisations and professional practice a central place in its study programmes and practice-based research. With sufficient tools for students to contribute to these transitions in a meaningful way. In which a professional can function in the current economy and also grow towards developing and applying new economic value systems.



Multiple value creation

Within the HAN University of Applied Sciences, the Centre for Multiple Value Creation fulfils an important key position in the connection to the professional field. Students from the minor and Master's degree programmes in Circular Economy work structurally for clients on innovation issues in the broad field of sustainable transition and multiple value creation. They do this based on market demand for public authorities and entrepreneurs in the SME and large business sector. In carrying out the research assignments and analyses, the students work in multidisciplinary teams, which not only enables them to make a practical contribution to finding answers to complex transition issues, but also teaches them to work together with fellow students from

other disciplines. Many assignments are carried out at the business owners' locations and in innovation hubs, such as De Steck in Doetinchem, the Netherlands. A major advantage of working at locations such as these is that students come into contact with entrepreneurs and other partners in the field in an 'organic' way. In this way, a valuable symbiosis is created between the student researchers, their supervisors and the professional field, and this practice contributes to interesting forms of cross-fertilisation and innovation.

Frank Croes

*Programme Manager Circular Economy, Centre for Multiple Value Creation,
HAN University of Applied Sciences*

2

Theme

Technological citizenship and broad skills

"Het belang van brede vaardigheden wordt steeds groter"



21ste eeuwse vaardigheden



"internationaal verbonden digitale samenleving"



verdwijnen en verschijnen van rollen, taken en beroepen

?
"Omgaan met onzekerheid"

↩
"Responsief"



➔
"Zelfstandigheid en autonomie"

"Kunnen werken in chaotische niet-gestructureerde omgevingen"



"Technologisch burgerschap"

The coronavirus pandemic, among other things, has accelerated the digitalisation of society. Technological developments (robotisation, AI, digitalisation, big data) are leading to different ways of working and organisational forms. New professions and roles are emerging and some of the existing professions are disappearing. Geographical borders will continue to fade and that will require a different setup of organisations.

The digital and technological changes require different professionals from the HEO sector. Employers, both public and private, have an idea of what skills their future employees must have. That idea is not static and is adapted to the circumstances. Employers know that developments in the present are the prelude to changes in the future. They respond to that by offering new services, developing products and adapting their organisations. There is much that is unknown, but what is certain is that the knowledge and skills of HEO professionals must be in line with these developments. Organisations expect graduates to have knowledge and resilience to deal with the risks of digital technology. That they bring with them the knowledge of the impact of technology and digitisation on the organisation and in practice. And that they have the skills to apply the possibilities and opportunities for organisations and business models of the ever-evolving technology and digitalisation. The Rathenau Institute summarises this under the term technological citizenship.



Focus on work being created and guard against work disappearing

In January last year, no one had heard of COVID-19 or the coronavirus. The entire world was soon forced to work remotely, and digitalisation of organisations has accelerated. The impact on organisations has been enormous. Traditional work processes were replaced, as were the corresponding traditional work and jobs. But what do we do with all these changes after this crisis? What are all these employees whose work has been lost going to do? What should we do with all those study programmes that still support traditional professions? Many organisations have programmes to deal with this. The Custodial Institutions Agency [*Dienst Justitiële Inrichtingen, DJI*] has learned to use Robotic Process Automation (RPA) to have its Certificates of Good Conduct [*Verklaringen Omtrent Gedrag, VOGs*] processed by robot. But what happened to employees who were no longer needed? DJI has retrained employees to deal with this RPA development. A number of them have now become RPA administrators or are configuring new solutions with these software robots. Are these employees all ICT professionals? No, on the contrary, many have no technical background, but know the old primary processes very well. Other employees have been prepared to be employed elsewhere in the organisation. The HEO sector should think about how to support these changes with knowledge and skills, but also how to make students more agile in new positions that will appear in the future.

Mo Jaber El Meftahi

Urban Director Municipality of Amsterdam former director I-Interim Rijk and HEO Exploratory Committee member

3

Theme

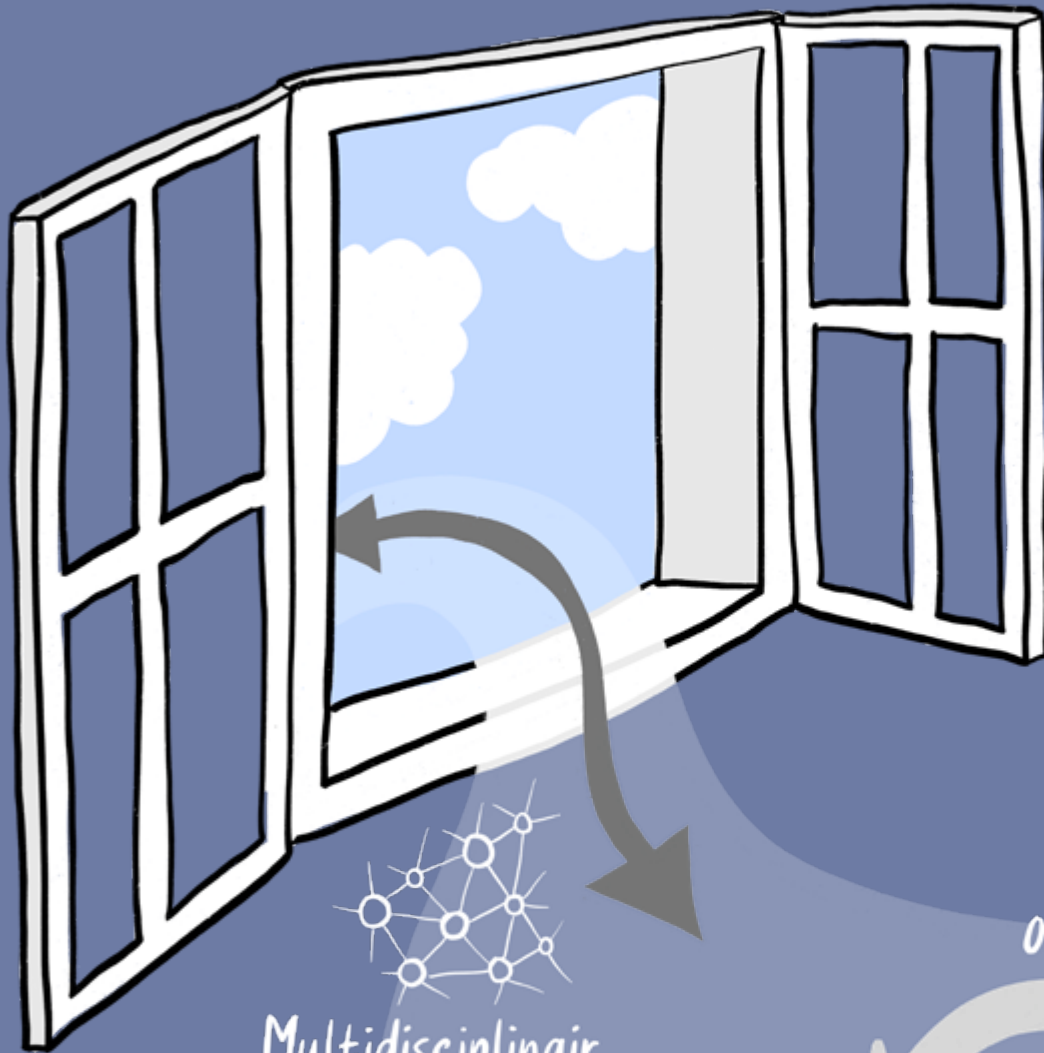
Crossovers and
opportunities
in the sector

"Van buiten
naar binnen
en vice versa"



"Sectoroverstijgend
werken en leren"

"Vanuit elke sector
ook economisch te kijken"



Multidisciplinair,
open & verbonden

"Grenswerker" of
"change-agent"

"werken op grensvlakken
tussen sectoren en
traditioneel gedefinieerde
beroepen binnen sectoren"

"Hybride
onderwijs"



"Praktijkmensen in
het onderwijs zetten
en andersom"

In an internationally and digitally connected society, there are often no clear-cut boundaries between sectors and value chains are becoming more transparent and shorter. Organisations must be able to move faster on this national/international stage. This is creating a need for leadership to set up organisations accordingly. Applying the opportunities that new technologies offer, learning from other sectors, organising an outside-in perspective, cooperating and innovating, all of these together increase the chances for organisations in the long term. The ability to learn, think and work from crossovers will become increasingly important for HEO professionals. HEO has a key position in society and professional practice and can stimulate, inspire and add value through crossovers. The HEO educational offerings will have to be adapted to this.



Crossover between health care, environment and economics

Andrea Möhn, architect and director of AM_A, redesigned the living space of a mentally disabled resident exhibiting highly aggressive behaviour in an institution. It was an intervention in the life of a person, his family and a care organisation that created aesthetic, social, human and economic value. The resident regularly clashes with the world around him, because he often does not understand it. His living space was vandalism-proof and soulless: heavy materials, bolted-down furniture and a high steel fence outside. He was not doing well. There were frequent incidents with supervisors and family contact was limited because the sight was unbearable for some. A new, custom approach to a physical environment has changed that. Through listening, observation and personal contact, Andrea Möhn created the new design alongside the care team. The starting point was a connection to the personal preferences of a man with a child-like view of the world around him: the outdoor life of a farmer. Everything was made beautiful, fresh and new and yet vandalism-proof. Warm colours, a photo wall of the countryside and solid oak furniture. Outside, a wooden garden fence with open vistas and an open passageway to other gardens. The intervention proved to be a great success. The resident is happier and calmer, and there has been a tremendous decrease in incidents, damage and costs. Family, supervisors and administrators are extremely positive. In this way, architecture supports the quality of life and healthcare provision, *and* its financial value. The annual savings as a result of the decrease in repairs and counselling intensity have reached €180,000, and the renovation has quickly paid for itself. But first they dared to make an investment. In this way, HEO professionals who learn to think and work in a multidisciplinary way and have the courage and guts to apply and pre-fund crossovers can create multiple value for society.

Mark Mobach

Lecturer Facility Management Hanze University of Applied Sciences Groningen and HEO Exploratory Committee member and Andrea Möhn architect and director of AM_A

Testimonial Social Legal Services

‘When applying for a position after I graduated, I noticed that companies tend to hire “similar thinkers”. People seemed to have a particular prior education or a certain study programme in mind. If you have completed a different study programme then this is anticipated and you are already as good as sidelined. The assumption is then that you think much too ‘differently’ – too far outside the usual job profile. In study programmes, it has long been emphasised that there is more than just one’s own field of study: Working together with students from different specialisations and various branches is often a compulsory and very meaningful part of the programme. You learn to combine your areas of expertise, use each other and learn from each other to achieve the best possible end result: interdisciplinary, integral/cross-sectoral working. For example, my experience is that, with my legal education and specialisations, I often do well within various branches, but when applying for a job, it is often assumed that I am ‘too legal-minded’ in my thinking. That is unfortunate, because it is precisely through my experience with interdisciplinarity that I am able to quickly make relevant knowledge from another field my own and take my own expertise with me. As an HEO professional, I can just go to work in different industries. I think there is a tremendous benefit to companies in embracing more broadly educated people and trusting, valuing and facilitating the wider knowledge of young professionals.’

Janneke Ongerling-Kiwiet

*Graduate Student Social Legal Services, Noorderruimte Knowledge Centre,
Hanze University of Applied Sciences, Groningen*

Theme

4

Labour market relevance
in the HEO sector

"Economisch domein bedient brede en sector-overstijgende arbeidsmarkt. Wereldwijd!"



"Duurzame bijdrage leveren aan maatschappelijke vraagstukken"



"Ondernemerschap"



"Gericht op brede beroepspraktijk"



"Circulair & duurzaam"



The HEO study programmes have a responsibility to deliver professionals who fit into the labour market, and who will continue to develop within the labour market. The first requires a good connection with the related field and the developments visible there; the second requires an insight into and understanding of the broad social developments and challenges at a national, regional and international level. Lastly, it requires those responsible for the study programmes to always be open and examining towards changes. A stronger focus on a hybrid learning environment and the presence of hybrid teachers can make an important contribution here.

The labour market is developing rapidly. The changes are visible through extensive automation, digitalisation and internationalisation. The expectations of employers and employees are changing. Moreover, there is an increasing need for independence and autonomy, which is contributing to the growth in the number of self-employed people. The HEO, together with its direct professional field, still has much to do in this respect, particularly when it comes to the digital aspects and social tasks.

Future HEO professionals must be prepared to support, manage and lead change. They must be responsive and innovative. They will incrementally try within their working environment to help the organisation prepare for new business models, ways of working, implementation of new technology and organisational processes. The traditional type of profession and/or the classic classification of professions are also under pressure. Professions will disappear and new ones will appear. Graduates will increasingly work at the interfaces between sectors and at the interfaces between traditionally defined professions within sectors. In which an HEO professional functions more from a role in professional practice rather than a defined profession. Broad knowledge and skills are needed to be an effective 'frontier worker' or change agent.

Based on the available data, the exploratory committee has not found a quantitative mismatch or a significantly limited labour market perspective for the HEO students and therefore confirms the earlier observation of the Higher Education Efficiency Committee [*Commissie Doelmatigheid Hoger Onderwijs*, CDHO]. The committee does, however, see room for strengthening and securing the qualitative connection to the labour market. This also focuses on the size of the study programmes.

The (future) engineers of organisations, collaborations and ecosystems

The fourth industrial revolution, climate change and socioeconomic (health) inequalities: major social challenges that call for complex changes. Changes that are also interrelated. It is an illusion to think that an individual discipline or individuals of one level of education can solve these issues. Professionals from all backgrounds need each other more than ever. And where the role of one group is crystal clear – such as technicians – another group's role is more difficult to interpret. Because where do (future) professionals from the economic domain find their place? Is there still a need for communication graduates, commercial economists and business managers? Yes, absolutely! Because in order for an SME to get started with 3D printing, for example, a sound business case is needed, as well as technical knowledge. After all, nothing is more wasteful than buying a printer that cannot be earned back. Time and again, the Smart Industry minor at the HAN University of Applied Sciences demonstrates the usefulness of cooperation between technical and commercial students. And who is better placed to guide communication between public and private parties and about the partnership they form – which is essential to ensure sufficient visibility in the current innovation landscape – in the right direction than industry professionals in that field? Not to mention the difference business experts make in the processes, that HR professionals make in the labour market and in the skills-based transformation of the labour market, and that international business experts make in cross-border cooperation in national/international knowledge and innovation ecosystems. Lecturer Maarten van Gils sees that happening every day within the focus area Smart Region at the HAN University of Applied Sciences. During their education, it is essential to provide students with future-proof insights and relevant methodologies and tools, and to teach them to apply them in complex, multidisciplinary environments. This can include working on and from multiple value creation; an approach that is crucial for getting the circular economy up and running.

The future engineers of organisations, PPPs and knowledge and innovation ecosystems must, like their fellow engineers, have the latest tools at their disposal. Because as the frontrunners (of tomorrow), the transformation to a smart, clean and social world is (partly) in their hands!

Maarten van Gils

*Lecturer Smart Business, Programme Manager focus area Smart Region
HAN University of Applied Sciences*

5

Theme

Strengthening equity
with a focus on
advancement

"Mindset over inclusiviteit is belangrijk"

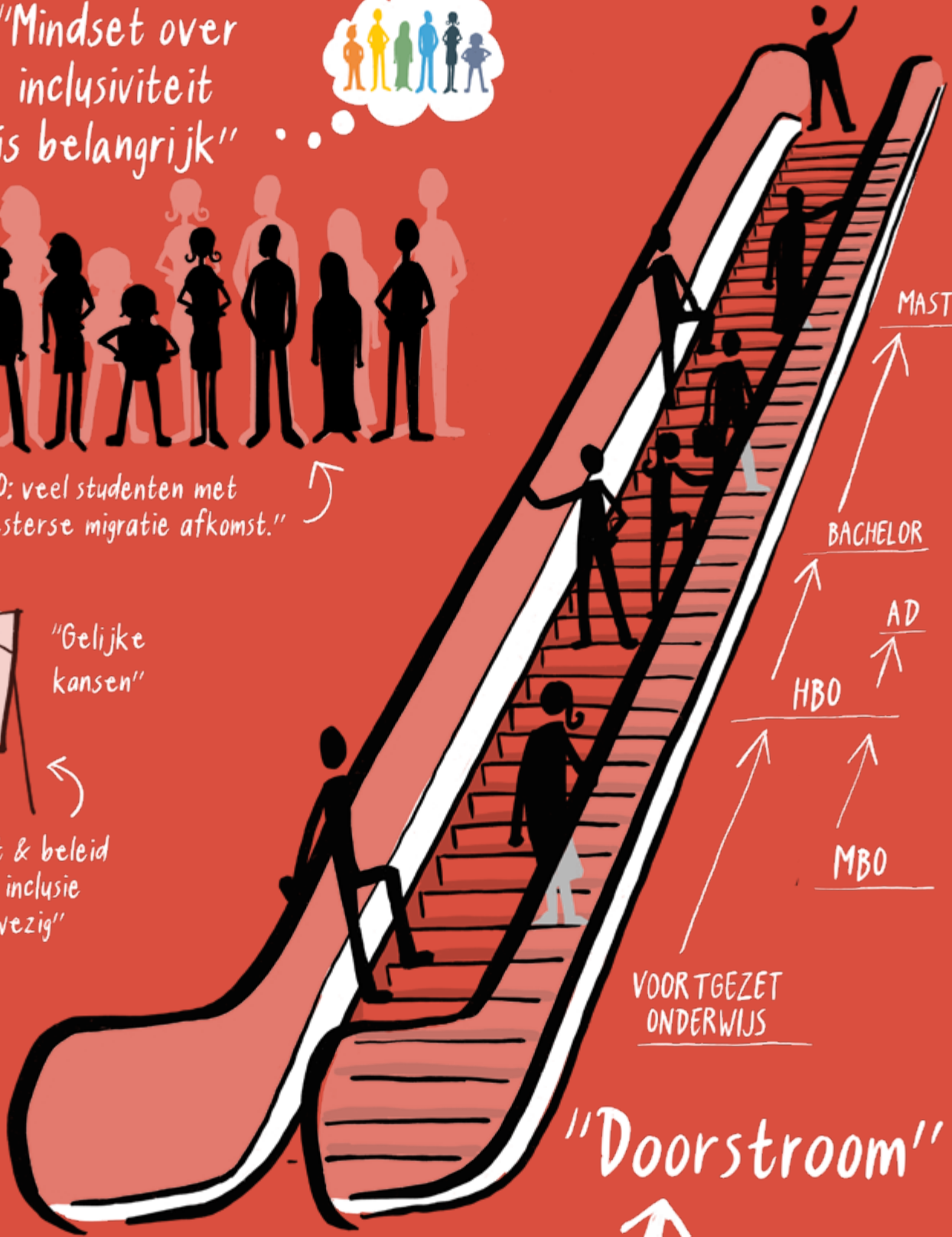


"HEO: veel studenten met niet-westerse migratie afkomst."



"Gelijke kansen"

"Mindset & beleid t.a.v. inclusie aanwezig"



"Rolmodellen"



"Student-succes"



"Leven lang ontwikkelen"

"Doorstroom"

Attention to equity is important all the time, but especially in a society full of change with a focus on inclusion. Inclusion is no longer a wish, but a necessity. And certainly in the HEO sector. Not only because of the size of this higher education sector. But also due to the proportionally high inflow of students from different cultural and socio-economic and (migration) backgrounds. These students are mostly from economic-administrative backgrounds in senior secondary vocational education (MBO). Some of these students opt for an economics study programme, because good job prospects and an income are expected due to the images that exist among parents, society and the media. The advancement from a senior secondary vocational education to an Associate's degree or higher vocational education (HBO) is a promising route for them. Actively working on student success and Lifelong Learning is therefore an important focus in the HEO sector in particular.

On average, HEO students transfer more often to another study programme or institution. It is therefore important for switching to become more flexible, with proper guidance so that switching is not done too quickly with negative consequences for the student. Through a joint approach to student success with room for its own accents, the sector can increase its social impact and strengthen its emancipatory function. The key to inclusion is consciously providing equal opportunities in education by making the consequences of exclusionary frameworks, such as the required language level, negotiable and demonstrable. The use of role models and practical examples is also based on the awareness of all target groups.



Equity and inclusion

Hooman Nassimi was born in Iran and was raised from the age of four in Germany. He moved to the Netherlands when he was twenty-one. When he walked into Stenden's Participation Council for the first time in 2014, he did not speak a word of Dutch. "I wondered how I was going to manage to do my job properly alongside my Dutch colleagues." Fortunately, the chairman made sure that all the documents were provided in English, because he wanted to ensure that everyone got the same information and the same chance to participate. It wasn't easy. "Why do we have to speak English all of a sudden? Why doesn't he just learn Dutch?" Hooman often heard remarks like that. "After a while we had all found our footing. I saw how everyone was doing their best and how much support my international colleagues and I received so that we could make our contribution", Hooman says. Hooman was well prepared and wanted to deliver added value. This contribution was welcomed by colleagues and external parties (consultants and lecturers from other colleges). The expertise and insights of international members were deemed to be refreshing and significant. Ideas and concepts were raised to a higher level, precisely due to the diversity of perspectives. Members of the executive board expressed pride: "Our Participation Council is bilingual, which underlines the international character of our school. Everyone at our table is needed and important." For Hooman, this personal experience is a great example of equity and inclusion. "It can be a long road. We need people who believe in diversity and inclusion, who want to stand up for it and put it into practice." This creates a sense of belonging, a sense of progress and a feeling of love for an institution or organisation. "I still feel the love for my school," says Hooman.

Hooman Nassimi

Director of Society in Motion and HEO Exploratory Committee member

6

Theme

HEO issues for
practice-based research
and connection to
education

"Samen ontwikkelen
van nieuwe kennis"



"Zoeken naar nieuwe
vormen van onderzoek"

"Vraagstukken uit de praktijk
meer integraal en vanuit
samenwerking van verschillende
disciplines benaderen,
in relatie met werkveld"



"verbinding
onderwijs"



"samenwerken
met lectoren"

"onderzoekende
houding"



"platform-
economie"

"meer ruimte
voor de student"



"netwerken"



"Practical thinking"

"Economisch onderzoek relevant voor bedrijfsleven"

Given the key position of the HEO sector in the social transition, a strong position of practice-based research within this sector – in which research, practice and education have a structural connection – is crucial. In practice, more knowledge and skills are needed in the area of the major social issues that affect the earning capacity, future and performance of organisations in all sectors. This places the responsibility for more practice-based research initiated from the key position of the HEO on the universities of applied sciences. Here, knowledge development aims at professionalising teachers, students and practitioners with new knowledge and insights. This also includes making the existing Master's degree programmes in HEO more mature and focusing on new Master's degree programmes where this offers real added value. The continuous development and sharing of new knowledge and searching for new forms of research and linking these to education is a joint responsibility of the sector.



Financial services in transition

The financial services sector is in transition. This has an impact on employment and future prospects in this sector. Developments in the areas of digitalisation, robotisation, block-chain and artificial intelligence are leading to a sharp reduction in the number of jobs and offices. However, the rapid technological development is also providing opportunities for the sector in the areas of big data and social media. The demand for data and IT specialists has therefore risen sharply. This and the rapid rise of the fintech industry have created a new playing field for financial services as well as stiff competition. At the same time, we see that new specialisation has come through the tightening / increasing of laws and regulations, including those for combatting financial crime. Meanwhile, more than ten thousand employees are active in this field nationwide. And the demand for KYC (Know Your Customer) analysts and compliance consultants remains as high as ever. We also see that financial institutions want to contribute to the social transitions we are all facing. Consider, for example, the energy transition that is having an impact on sustainable living, sustainable building and sustainable (circular) business. And by extension, issues relating to the sustainable financing of investments in this energy transition. The coronavirus pandemic seems only to be reinforcing the aforementioned developments in the field of advancing digitalisation and the increasing focus on sustainability and supervision. The various professions in the financial sector are therefore changing and require different knowledge, (digital) skills and competences. With these new expertise requirements, consultants must be able to continue advising their clients fully and, in that way, contribute to our social transitions. It is the task of educational institutions to provide future employees in the financial sector with sufficient specialist knowledge as well as (digital) skills.

Jan Ummenthum

Chairman of the Board of Rabobank Arnhem and surrounding areas and member of the HEO Exploratory Committee

Summarising the results in a SWOT analysis

Using all the interviews and the results of the six thematic meetings, the committee first drew up a SWOT analysis (see Annex C for the figure). This analysis brought the committee's findings into focus and helped pave the way for a significant part of the recommendations.

Strength

HEO is by far the largest sector within higher vocational education (HBO).

The ROA school-leaving survey shows that, on average, HEO students are younger when they enter the labour market than other higher vocational education students. On average, they find a job within one month and are more likely to hold a full-time job as compared to the average in higher vocational education. HEO graduates are more likely to hold managerial positions and are more likely to indicate that their current position offers good career opportunities.

Compared to other HBO study programmes, the HEO sector is characterised by relatively high percentages of students with a migrant background, mostly from senior secondary vocational education (MBO). Studies have shown that the sector therefore has an emancipatory function: HEO is accessible to them at the front end and may therefore have a magnet effect.

The sector is facing a dynamic development in which its added value will become visible in the social developments and issues. Themes such as climate and the environment, sustainability, health, demographics, safety and inclusion require new visions and the implementation of other value systems. HEO professionals will support and lead this.

Within higher vocational education, there are extensive connections between lecturers and the professional field. HEO, too, is characterised by these connections. This involvement is crucial for the guidance of the student and the content of the training and internships. The same applies to contacts within the institution and with other institutions.

Within HEO, attention is also given to teacher professionalisation and quality thinking is promoted within study programmes. New developments are picked up where possible and incorporated into the curriculum.

Weakness

The breadth of the sector is a challenge for joint policymaking. The absence of substantive cohesion between the study programmes makes it complicated for the educational sector as a whole or per domain within the sector to choose a clearly defined profile that is connected to a defined labour market.

The sector is characterised by relatively high dropout and switching rates. Within the sector, the figures differ for each study programme. Both the high and low percentages can be explained by relevant causes, such as differences between extrinsic and intrinsic motivation or the relatively high proportion of students with a non-Western migration background. In addition, most of the students who drop out continue their studies within HEO. Nevertheless, percentages such as these are interpreted as high.

A great deal of data and research is available on the connection between education and the labour market. Examples include data on educated people, professions and the labour market that are available from numerous organisations, such as data from the NAE and CBS, and analyses by ROA, SEO and UWV. These organisations each have their own interpretations of the data. The HEO professional's broad employability enables them to work in various roles and sectors nationally and internationally, as an entrepreneur or as a self-employed person. The data and the labour market forecasts based on them do not take this into account. This problem with data and its interpretation also manifests itself in labour market forecasts. In addition to the fact that they are characterised by uncertainty, these interpretations often no longer correspond to the practice.

There are nearly 700 lecturers active in higher vocational education. Looking at the student numbers, proportionally at least 35% should be active in HEO. This is not the case now.

In the eyes of a number of parties, the RES sector makes no, or only a limited contribution to solving bottlenecks in the current sectors experiencing shortages. This image is persistent and, looking at the intake numbers of the various study programmes, also understandable. The sector is being blamed for focusing too much on high intake and not taking enough responsibility for connecting to the labour market. Dissenting opinions issued by the sector often fall on deaf ears or are not understood. For years, labour market forecasts have also generally been poor or negative for the majority of HEO study programmes, while graduates have been successful in the labour market. This discrepancy continues to cause unrest and irritation, both within and outside the sector.

HEO must be continuously responsive by adapting its study programmes to market demands. Old professions and occupational images are fading; new professions and professional images are taking their place. In most cases, these images can no longer be defined by a simple and well-defined professional framework.

Opportunity

Despite the breadth of the sector, there are relevant similarities and kinships: HEO will provide the professionals who will take up the societal challenges, initiate solutions and provide support and leadership. This requires taking control of the professional image (to be developed) and how that professional image fits in with the development of the labour market. HEO study programmes focus explicitly not on the profession, but on professional practice. Many HEO study programmes train for jobs, roles and tasks that cannot be captured in one profession or one sector. HEO-educated people are increasingly 'frontier workers' and professionals rather than practitioners. They work in multiple sectors and make connections between sectors based on their knowledge and skills.

The added value of the HEO study programmes has not yet been sufficiently characterised. The motivation of future students can be better and more focused on the education and the future labour market. In many cases, the practice is traditionally structured and the future roles and responsibilities of the graduates are still unclear.

To be able to use data as a management tool, new datasets will have to be created by the various supplying parties in consultation with the institutes for higher economic education (HEO). Or the existing sets will have to be converted to enable unambiguous data interpretation. The parties are experimenting with data from vacancy texts that may contribute to the interpretation of labour market developments.

Given the social themes and challenges and the important role(s) that HEO students will play in their working lives, their position within the study programmes must be improved. It requires further development of key expertise and investment in practice-based research together with the labour market, education and lecturing researchers. Lecturers must be linked more to socially driven assignments from various organisations, in which students are given more room for work experience and the relevance and quality of the research carried out is directly tested against (deployment in) practice.

The sector can demonstrate that the contribution to social issues and transitions in society are leading in its educational choices. Fundamental changes are being initiated by HEO graduates and their efforts support and guide those changes.

Intensification of career guidance efforts by HEO contributes to the improvement of student success. A structured approach with sector-wide support stimulates the quality of enrolment, leads to better study results and contributes to a better connection to the labour market.

Threat

The sector is receiving criticism for the fact that the inflow into the HEO study programmes is to the detriment of sectors experiencing deficits, such as engineering and health care. As a result of the mismatch in perception between the positive numbers of HEO graduates on the one hand, and the persistent accusations that too many students are being educated on the other, the sector runs the risk of turning inwards.

In view of the student numbers, HEO is playing an important role in the continuity of the universities of applied sciences. Given the size of this sector, it is tempting for universities of applied sciences to think in terms of maintaining the organisational model, which results in a range of study programmes that is designed to continue to attract students and to respond to the changing labour market, rather than to reduce or renew programmes.

Studies show that students from lower socioeconomic backgrounds are more likely to be extrinsically motivated to choose, or be led to choose, a study programme in the economics sector than other students. Extrinsic motivation means that students are more in search of the choice that best suits them, and that choice is often made after they have started their studies. Extrinsic motivation contributes to dropout and switching and lower returns. Increasing a study choice based on intrinsic motivation will improve this.

HEO can only maintain a key position in its contribution to the social transition if the boards of the universities of applied sciences recognise the importance of this position. It requires administrative commitment, and professional space and trust. This is leading to targeted investments in teaching in this sector and in practice-based research.

Contacts and connections with the professional field and within the educational environment are built everywhere and do not seem to be dynamically maintained everywhere. People in the professional field indicate that education is being confronted with a closed system that finds it difficult to keep up with the urgency and current events. The professional field indicates a need for more open institutes in which people can work together easily and flexibly on issues, and a need for talent and knowledge development for the future labour market. The current systems can result in a certain degree of rigidity and then create a limitation for innovative thinking and change. An ecosystem of education, practice-based research with lecturing researchers, the labour market and students to achieve structural and flexible exchange, knowledge development and dynamic networking is still not being sufficiently targeted.

Recommendations



Recommendations on the six themes

Based on the six theme meetings, the exploratory committee distilled some guiding statements and recommendations.

1 New economic (value) systems and transition

Each study programme must take responsibility for adding demonstrable alternative models of new value systems and the associated ethical and legal issues to existing economic models. With a focus on a new value language and multiple value creation. By including multiple forms of value, students learn how to do business with economic reliability, both from a financial and a broader social perspective.

Study programmes must develop new knowledge in this field together with students, teachers and lecturers. The realisation that we are delivering a generation of professionals who must both work in the older economy (with a focus on growth) and develop it into a new economy must be present in the marrow of every training programme in the HEO sector. And this must be recognisable in the skills, knowledge and theory offered.

2 Technological citizenship and broad skills

In the new economy, digital aspects are of increasing importance and influence. This has a direct impact on organisations, both in terms of financing, revenue model and, for example, in social, legal and safety issues. This must be translated into the study programmes: the strengthening of technological citizenship and broad skills.

Make sure that not only digital skills receive continuous attention in HEO, but also introduce digital thinking as a basis in the curricula within all study programmes. This includes endorsing the importance of data and working in a digital platform economy. In the sector plan, the sector must make a statement on this and set a lower limit for digital skills and digital thinking.

HEO is not only about training for the future labour market, but also about providing students with a foundation for a safe, healthy and sustainable society. The final attainment levels of all training courses in the economic domain will have to include social and ethical principles.

3 Crossovers and opportunities in the sector

Every student will be working in an increasingly connected economy and transitional society. All graduates must be able to function to a greater or lesser degree as a connector, a few as a change agents.

Society is in transition: from mono- to multidisciplinary and integrality. Classical occupations, positions and fields of study are increasingly inappropriate. For HEO graduates, this means working together in crossovers and multidisciplinary teams and giving substance to being a 'frontier worker'.

To increase the societal impact of HEO, an integrated and practice-based way of thinking and working must be promoted. Students must be taught to ask the right questions. Based on their position, role, task or responsibility, students must learn to think and work in crossovers and focus on multiple value creation.

Being able to lead and guide transitions in this changing and uncertain society requires a strong sense of one's own identity. There is and will continue to be a need for our own knowledge base, but always in connection with other disciplines. This knowledge base serves as a starting point from which the student can grow in different directions after completing the study programme.

4 Labour market relevance in the HEO sector

Professional image and professional field connection

HEO study programmes focus primarily not on the profession, but on a broader professional practice. The choices to be made in this regard must be made visible within the National Study Profiles. The connection to professional practice will not be static. The ongoing adjustment of the professional practice will be accounted for in the form of disappearance and appearance characterisations.

Study programmes must therefore focus on profiles, roles and tasks, with an explicit focus on motives and not just on competences. A profession or field remains important, but learning to reduce complexity, learning to work in chaotic, unstructured environments, dealing with uncertainty, leading and being led based on roles and connections are indispensable skills.

Take the initiative, as an study programme, to define a professional image in line with the development of the labour market. Make this professional image part of every training programme by defining the framework for it in the National Study Profile. When training professional practitioners, describe the profession, and when training professionals, describe the role/task/position/responsibilities. Describe professions in terms of remaining, disappearing and appearing occupations to make changes in the labour market visible in this way as well. Use the same conceptual framework in the communication.

Work Professional Advisory Committees [*Werkveldadviescommissies*, WACs] can support you in that, but they can also be detrimental. The committees will have to be composed in a way that, in addition to reflecting the professional field, they also include people who recognise and can interpret the broad social changes and developments in the labour market. They must serve as critical friends in the development of education. In addition, the term of office in the WAC must be limited. All this calls for hard choices in the composition of such committees. Consult at least twice a year. And during accreditation, demonstrate how the programme has applied the recommendations.

A good alumni policy is a way to ensure a sustainable relationship with the labour market and society. Alumni are important in the composition of a WAC.

The HEO is complex, dynamic and is constantly changing due to (international) changes. HEO educates not only for the labour market, but also for society. Economics is a broad field and cannot be separated from other disciplines. This should be the basis for all study programmes.

Predicting the future is complex. Especially now, with the coronavirus pandemic, a situation has arisen that was not previously the case. However, labour market issues are expected to change. The labour market as a whole will become tighter. Work is going to change and people need to become more versatile. Job carving is becoming part of the future. The quantitative labour demand has many new qualitative components. HEO study programmes are ideally suited for shaping this and for putting the HEO professional at the centre of it.

HEO professional

Students need awareness and knowledge of social transitions and issues (climate change, health care, mobility, digitalisation, security, social inequality and so on) in a national and international context in which the region is becoming increasingly important. This requires an integral view and approach. Students must be broadly trained to make companies more aware of this and to accelerate transitions to this end.

Higher vocational education (HBO) must be deployed as a regional engine for a good ecosystem of knowledge, entrepreneurship, education and professionalisation. It is important for a university of applied sciences to know its region well, be committed to strengthening it and dedicate research to this.

A substantial percentage of graduates also become entrepreneurs or self-employed persons, and often have a hybrid professional practice with less permanent employment. The attention given to the agility and resilience of the professional, which are necessary here, in the Sent Committee's exploratory report is still relevant.

As a university of applied sciences, it is important to provide space for self-development, talent development, experimentation and individual ambitions. The HEO student is generally more extrinsically than intrinsically motivated. The supervision must serve to develop the student's intrinsic motivation in his quest to fulfil his social contribution.

In addition, the university of applied sciences has the task of facilitating Lifelong Learning for the HEO professional. A good alumni policy helps with this. Alumni are both suppliers and customers in the context of Lifelong Learning.

Quality over quantity

The quality and labour market relevance of the study programmes must be the guiding principle. If the number of students increases, this must be a direct consequence of the substantive quality of the training and the appropriate labour market opportunities for students. The sector must make this connection visible and manage accordingly. The sector plan can make a statement on the necessary control and assessment mechanisms of educational administrators and managers. To make the development of expertise and quality thinking a sustainable part of the sector, policies must be developed, implemented and supported. On the one hand, this relates to HRM policy, and on the other hand, to organisational policy. Both are aspects that fall under the responsibility of the universities of applied sciences. To ensure this, HEO must insert these elements in its sector plan, with the desired goals.

The sector must adopt an approach that transforms extrinsic motivation into intrinsic motivation to continue or switch studies to the greatest extent possible. This has a positive effect on prospective students with and without a migration background and requires a broad and thorough commitment to Career Orientation and Guidance (LOB), particularly at the time of choosing a study and during the initial period of the study.

Relevant and impactful education

The sector is not recognised as a whole. The shared values must be recalibrated. Elements included in this are: more circular, more sustainable, not merely financial, more focused on the broad social impact of products and services. Within HEO, a number of specific training aspects should be common to all study programmes: service, data analysis, entrepreneurial, multidisciplinary and digital thinking.

A hybrid learning environment offers advantages for the student and for the labour market. As part of this, new flexibilisation programmes for a future-proof curriculum are desirable. The labour market relevance should be clear from the first contact with the study programme and strongly interwoven with the curriculum, starting from the first year. This can include examples, case studies and the use of alumni and (hybrid) practical lecturers.

The curriculum must have a broad foundation in order to be able to think in a solution-oriented and strategic way. This is not possible without cooperation between study programmes and designing or redesigning the (more) open curriculum. And this requires more room for flexibility in dealing with laws and regulations. This requires further exploration of the accreditation, adjustment of internal agreements such as the Education and Examination Regulations [*Onderwijs- en examenreglement*, OER] and the participation regulations. A joint institutional approach is relevant here.

As a result of the coronavirus measures, both students and instructors see opportunities to give online education a permanent place in the educational mix. Online education offers more opportunities for customisation and differentiation. In addition, blended learning (a mix of online and in-person education) offers opportunities for international education.

5 Strengthening equity with a focus on advancement

The HEO sector has strong social impact with its high intake of students from a wide range of social, cultural and socioeconomic backgrounds. This emancipation function is a significant responsibility of the sector. It requires extra investment in student success, guidance, role models, focus on diversity and the consequences of (unintentional) exclusion. The university of applied sciences must provide an appropriate inclusion policy: Giving students opportunities is not enough, but teaching them to take advantage of opportunities and giving them room to do that is part of an effective inclusion policy.

Society is subject to a high degree of internationalisation and interculturalism. Businesses and institutions need an inclusive approach to business, also in order to be able to make use of all the available labour market potential. This requires the future HEO professional to be agile in various forms of cooperation and to help companies and organisations organise and function in an increasingly inclusive way.

Many MBO students drop out of HEO. Therefore, it is important to focus on advancement policies. Alignment in terms of content and language plays a role in students' advancement from MBO to HBO, as does the creation of realistic expectations. In addition, it helps to focus on the Career Orientation and Guidance (LOB) policy, offering elective courses in secondary vocational education, coaching and the use of role models.

Economics is a broad field and cannot be separated from other disciplines. Getting to know this field should be the basis of all study programmes. It is important to increase student success and to guide students well so that they get to the right place. This can also emphatically mean another study programme.

6 HEO issues for practice-based research and connection to education

The key position of higher economic education in contributing to the great societal challenges can only be secured if it is the driving force behind the development and application of newly required knowledge. This applies, for example, to the previously mentioned areas of new value systems, the transition of organisations and the realisation of social earning power. Too often, the sector follows practical research from other sectors, rather than taking an initiating and connecting role itself.

Educational institutions should be partners in regional ecosystems. These are crucial. Use study programmes to help build ecosystems of knowledge, development and practice, in which students gain practical experience and learn skills on the job. The sector can use national and international networks to strengthen its own region. Other countries are often working on the same issues. Use international student and teacher exchanges and deploy alumni to strengthen ecosystems and enhance practice-based research.

In addition to the relevant connection and contribution to the professional field and education, practice-based research should also contribute to the further updating and development of HEO lecturers. Organise the practice-based research within the sector in such a way that both research within the HEO sector, as well as cross-sector research is coordinated and becomes visible. Share the results with the entire sector and always translate the results of the research into the quality of professional practice and study programmes.

By bringing lecturers and research closer to the education and connecting them, the multiple value of crossovers also becomes clearer. With research, you learn to ask better questions and by asking questions, you get a better grip on the complex world around you. In the professional field, you then learn to be curious about what is really being asked of you.

At the request of the committee, the Taskforce for Applied Research [*Regieorgaan SIA*] carried out a further analysis in the in-depth document 'Versterken praktijkgericht onderzoek HEO' ('Reinforcing practice-based HEO research').

Specific recommendations

As part of its study, the exploratory committee has taken a broader perspective from which, in addition to the recommendations on the themes, specific recommendations for the sector emerge.

Positioning of the HEO sector

The sector must position itself more strongly and make the choice to take more joint control of the range of study programmes on offer across the entire Ad-Ba-Ma chain and the third cycle that is still being developed: the professional doctorate. Quantitative and qualitative improvements are constantly possible here, and the sector must make it clear that it is striving for and achieving continuous improvement. A common starting point is crucial here, such as the key position in the social transition, each from their own perspective in the sector. A new name for the sector may be helpful, including to emphasise the diversity of the sector.

In HEO, 0.5% of the students are following an HEO Master's degree programme. In the development of the Master's programmes, HEO should focus on strengthening the position of the current Master's programmes, partly by increasing research capacity. In addition, the intention should deliberately be to aspire only to new Master's programmes in which a gap in the required knowledge and professionals has been identified together with the professional field.

The Associate's degree has its own independent position in the system, with its own outflow to a subsequent course or the professional field. In HEO, 5.1% of the students are following an HEO Associate's degree programme. Universities of applied sciences must ensure that the Associate's degree is not a 'level MBO plus', but educates to an appropriate professional role/functional level. This makes the Associate's degree a driving force for Lifelong Learning.

A proposal to take control and manage based on the common ground is to start working with coherent domains within the HEO. The domains can connect the national education consultations [*landelijke opleidingsoverleggen*, LOOs] of various study programmes in terms of content and it is easier to manage the relevance and innovation of the content of the study programmes. The proposal is to redefine the domains in the Sent report and to emphasise the current HEO standard more strongly, doing justice to a basic level or higher of TEC skills in the economic study programmes and increasing the visibility of the contribution to social issues.

Macro-efficiency

The professionals who are trained in HEO can be distinguished into practitioners and professionals; this is identified as an opportunity in the SWOT analysis. The traditional occupational type and/or classification is under pressure. Increased emphasis is being placed on roles and positions. Professions will disappear and new ones will appear. In most cases, they can no longer be easily defined as a profession. Because the study programmes continuously focus on the future professional practice, HEO graduates will increasingly receive a professional designation that does not correspond to the current occupational classification CBS-ROA 2014, and can also be described less unambiguously in other statistics. These observations reveal the bottlenecks in the datasets used to assess the effectiveness of a programme. The datasets that are available are based on traditional occupational classifications. The underlying classifications are no longer appropriate for a large proportion of the professionals leaving HEO. These discrepancies will increase. That need not be a problem, provided that everyone using the existing statistical figures realises this. In the coming years, it will have to be further assessed whether, and if so how, the statistical structure of the figures is still usable. The exploratory committee recommends that the Executive Boards enter into a dialogue with the Ministry of Education, Culture and Science and the parties that supply data and perform research to achieve uniformity in the data sets.

The design and collection of source data might have to be based on a new, more dynamic methodology. In the years to come, everyone involved in the collection, analysis and evaluation of the figures will need additional empathy and at least a change of perspective to make meaningful use of the figures.

This theme is dealt with in more detail in the in-depth document 'Macrodoelmatigheid' (Macro-Efficiency).

There will always be discrepancies between supply and demand on the labour market, between more and less suitable previous education. The relevance of macro-efficiency is therefore consistently high, and must be placed beyond the discussion of usefulness and necessity: macro-efficiency is useful and necessary. It is very important to choose the same starting point for macro-efficiency. The elusiveness of what is qualified as macro-efficiency must be eliminated. Look at macro-efficiency as the substantive connection of study programmes to the labour market for which the education domain, in consultation with the purchasing field, bears responsibility.

Break the deadlock that now exists given the discrepancies described above. This will require substantial adjustments in both the thinking on macro-efficiency and in the construction and interpretation of the data relating to it. Continuing on the current path will not bring the desired result. The committee recommends a path that leads to responsibility being taken by the HEO study programmes to meet the labour market and social needs of its study programmes, by being transparent in its choices and considerations and by being accountable for them. Not just once or only when a new study programme is started, but on an ongoing basis. Not going it alone, but together with those around us, the purchasing field.

To this end, the study programmes will have to establish sustainable connections with the purchasing field and find demonstrable legitimacy there. Field labs, Centres of Expertise, practice-based research, alumni, professional field advisory committees, contacts with industries, the professional field, other sectors and study programmes are sources that help shape macro-efficiency and its legitimacy. This design must be reflected in the strengthening of Lifelong Learning, flexibilisation of the study programmes (such as making room for minors), teacher professionalisation and crossovers.

HEO has a key position: the sector takes control and responsibility

The exploratory committee recommends that the HEO sector take control of its performance and labour market relevance from a number of perspectives. This will have to be done by agreeing on clear indicators in the sector plan and building a clear dialogue structure in which people manage and make statements jointly. At the educational level, this will be most active within the national education consultations and domains. And with regard to the key position of HEO and the resulting social responsibility, necessary knowledge development and exchange will be required at sector level.

Self-governance can be strengthened in the areas of:

- A Labour market relevance
- B The National Study Profile
- C Student success
- D Practice-based research

A Labour market relevance: Quality over quantity

As noted previously, the available labour market analyses are not a basis for managing based on study programme size. However, this does not mean that management is impossible. On the contrary, with a solid approach focused on quality, including the connection of HEO study programmes to the labour market, the labour market perspective can receive continuous attention. The committee emphasises the need for the sector to have a strong grip on the quality of the study programmes. The direction must translate into taking integral responsibility for the quality of the study programmes. This relates to not only the content of the study programme or the testing, but explicitly all aspects of training and therefore also the connection to the labour market. By working with selected and validated indicators, benchmarking them and setting up improvement plans, in addition to its existing activities, the sector and/or the study programme can make its responsibility visible and be accountable for the choices made and results achieved. Implementing this will take time. This also expressly requires support from supervisors, politicians, educators and the professional field.

The committee found that of all available data sources, the ROA school-leaving survey is a widely accepted source within higher vocational education and also within HEO. This may be because the survey questions and the population are close to education, but above all because the results are recognised as realistic and useful. Moreover, the survey is independent and carried out annually. Based on the large data set available in this survey, the committee established a limited set of indicators, partly based on suggestions made by the chairmen of the national education consultations and the SAC/DB members of HEO. The set of indicators has been expanded to include other relevant indicators, namely dropout, switch and efficiency from the VH Dashboard. These indicators form a new approach to macro-efficiency, based on which the sector, the domain and the programme can manage its approach and for which, if desired, they can jointly set a standard.

The committee explicitly chooses this approach to give the sector the opportunity to put quality before quantity. The committee is of the opinion that a thorough approach to quality will lead to the optimisation of the connection between education and the labour market, in addition to the substantive quality of the programme. The quantity (the number of students) is therefore not leading. The quality approach should lead to the full matching of supply and demand, the right range of study programmes and the appropriate intake of students per study programme. The committee sees this as a task not only for the study programme and the professional field advisory committees, but also for the Executive Boards of the institutions.

This concerns the following indicators

Indicators	HEO totals 2017-2018
Labour market	
Unemployment	5.20%
Connection of study programme with current job is satisfactory/good	71%
Number of months unemployed before first job	0.9
Current position at least at own education level	82%
Study programme is a good basis for starting on the labour market	59%
Current position offers (many) good career opportunities	67%
Effective	
Current position within own or related field of study	68%
Knowledge and skills are utilised in the current job	58%
Ability to use information and communication technology	67%
Ability to learn new things	64%
Management position	23%
Efficient	
Dropout after 1 year (BA-FT, 2019)	11.1%
Switch after 1 year (BA-FT, 2019)	18.8%
Return after 5 years (BA-FT, year 2015)	50%
Return after 8 years (BA-FT, year 2012)	66.8%
Duration of study programme in months (incl. breaks)	52
Valuation	
Satisfaction with career preparation	47%
Satisfaction with information about job opportunities	33%
Satisfaction with the study in general	66%
Choosing the same study programme again	71%
Context	
Did an internship abroad during the study programme	24%
Relevant work experience obtained during the study programme	51%
Pursued education abroad during the study programme	25%
Managerial experience gained during training	18%
Set up own company during the study programme	13%
Specific (PGO)	
Satisfaction with embedding of practice-based research in the study programme	57%
Methods and techniques of practice-based research	38%

The choice of a number of indicators relevant to HEO means that a common bar and ambition are set in the sector plan, possibly per domain. And that agreements are made about the way in which the data is discussed and the way in which the indicators are managed. Not every indicator is relevant to every programme in the same way at the same time. The differences between study programmes and institutions are too great for this. Study programmes must make choices to use the right set of indicators and focus policies accordingly. The study programme can include more or fewer indicators in its policy approach, or it can change the composition of these indicators. It is important for one or more goals to be set to improve the quality of the study programme and the connection to the labour market. The in-depth document 'Handreiking indicator per opleiding' ('Guide to Indicator per Study Programme') provides support for this. By using and managing these indicators, the study programme, and therefore the institution, fulfils a significant part of quality assurance and can be responsible and accountable for its choices, approach and results.

The committee recognises that the assumption of responsibility will be first and foremost within the university. The committee recommends, however, that this should also be extended and that responsibility should be given a more collective character by exchanging results with similar study programmes in other institutions, so that a joint approach can be shaped.

From the institution's side, the Executive Board will have to supervise the study programme's approach within the institution. This makes the approach part of the institution's policy and therefore part of the external assessment by the NVAO, i.e. the Institution Quality Assurance Test [Instellingstoets Kwaliteitszorg, ITK]. The Committee advises the Executive Boards to adopt a proactive and encouraging attitude to enable the study programmes to make their contribution using the indicators as described.

B The National Study Profile

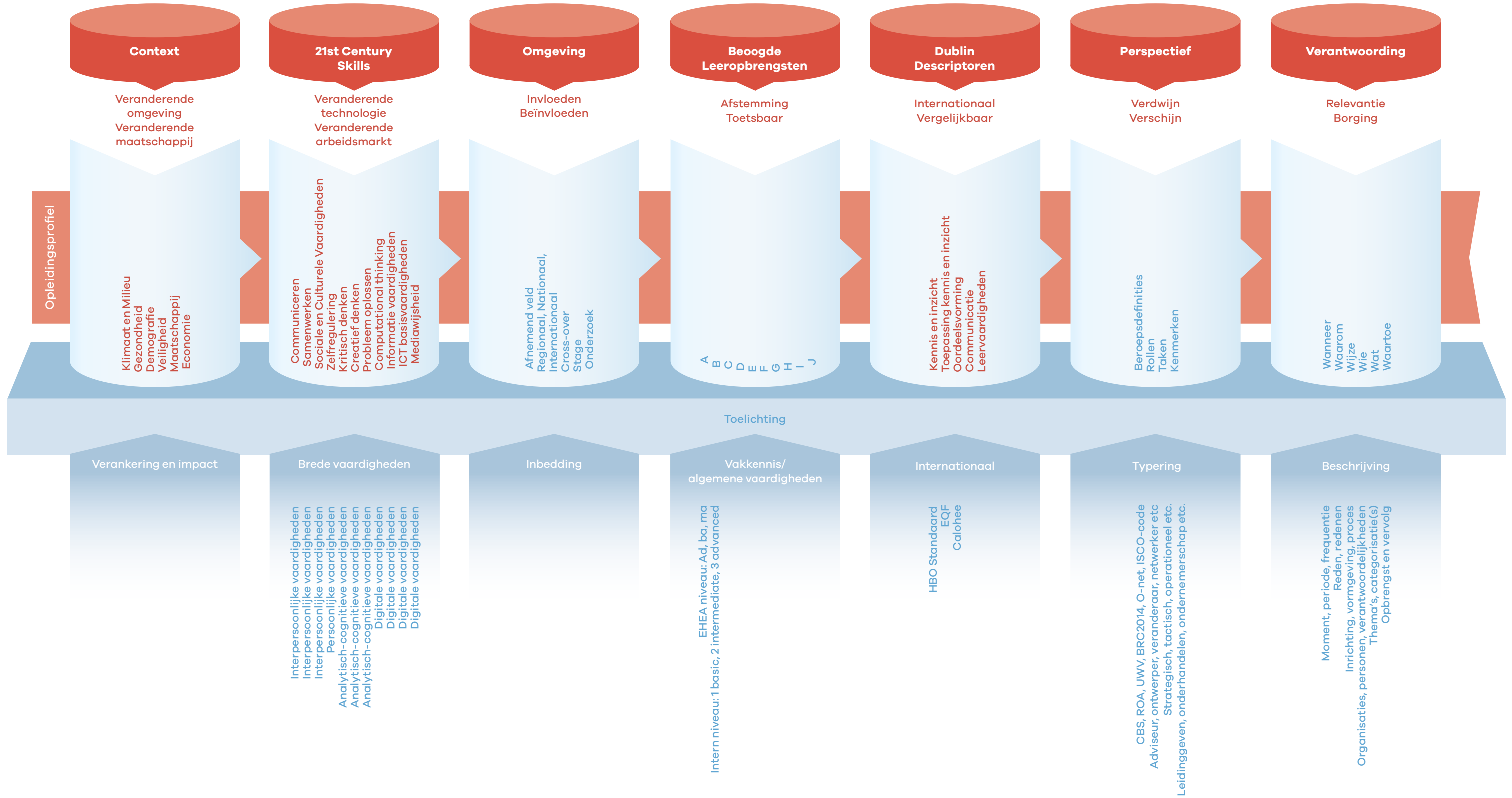
The National Study Profiles [*Landelijke Opleidingsprofielen*, LOPs] are an important point of contact for the connection between education and the labour market and also form the basis for stimulating cooperation between study programmes and between sectors to meet the demands of the professional field. Study profiles are now global in nature, difficult to compare and are only periodically updated. Higher vocational education trains for national/international professional practice. The National Study Profiles often lack an international context, which may limit the transparency and mobility of students. The committee recommends that the National Study Profiles explicitly seek to be in line with the international (European) assessment framework. In addition to the Dublin descriptors, the committee recommends using the Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe (CALOHEE) system to ensure international alignment.

The committee notes that National Study Profiles can also contribute to education and research by safeguarding relevant parts of the quality. The profiles have an obvious relationship with the labour market for which they are training. To be able to assess the social relevance of study programmes, a validated (integral) assessment framework is required. An unambiguous working method and a shared conceptual framework are preconditions for improving the use of National Study Profiles and structurally organising their assessment. This ensures comparability, leads to greater transparency in the study programmes on offer and simplifies the test for the social relevance of a course.

The committee proposes a new system to improve the National Study Profiles and make them comparable. As the discussions and theme meetings have shown, the social changes have been taken as a starting point in the elaboration to subsequently load the other themes related to National Study Profile. The proposed structure of the National Study Profiles is then as follows:

- A Start with a description of the context of the study programme. When doing this, make choices that are substantiated based on observable changes in the environment and society.
- B Make a description of the required 21st Century skills appropriate to these changes and connect them to the observed technological and labour market changes.
- C Outline the training environment. Indicate what influence the environment has on the training and the influence that the training wants to exert on the environment.
- D Describe the intended learning outcomes in consultation with stakeholders and make them testable.
- E Establish the link to the international domain using the Dublin descriptors and the European meta-frameworks (EHEA, EQF).
- F Describe the training perspective by describing a professional profile. Choose to indicate this with a profession or job description, tasks, roles or characteristics. Describe the development in terms of disappearance and creation.
- F1 Describe the opportunities for crossovers with other profiles/sectors from your own profile and how to strengthen them.
- F2 Describe the relationship between the National Study Profile and the (local) study profiles and the extent to which they may deviate/stand out.
- G Justify the process of creating the National Study Profile.

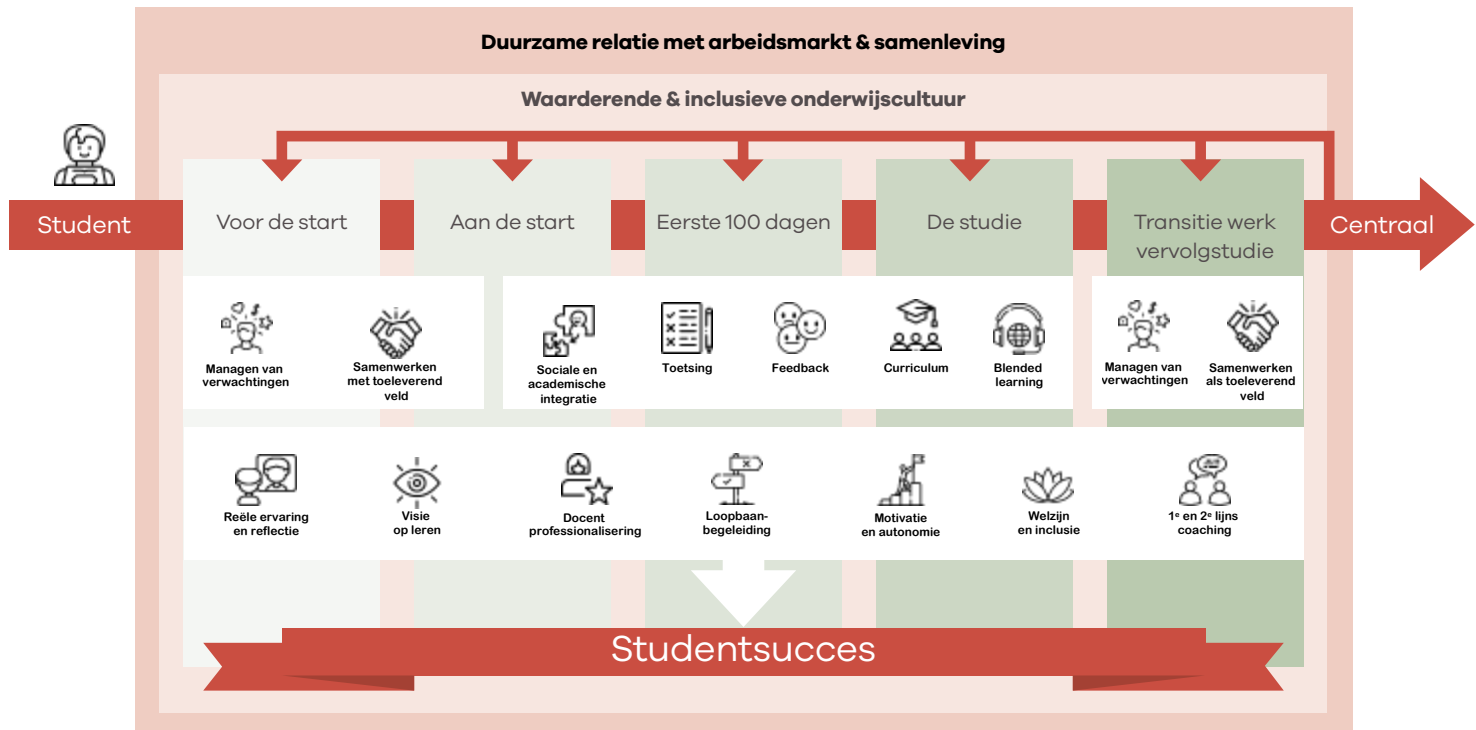
Het Landelijke Opleidingsprofiel



C Student success

The HEO has the greatest diversity among students of all the sectors of higher vocational education, both in terms of cultural and socioeconomic background as well as in terms of motivation. Taking responsibility and control of student success is therefore indispensable. According to the exploratory committee, this is not limited to the period during which the student is present within the programme. The period before and after are also of great importance. Aspects such as education, intrinsic and extrinsic motivation and supervision are directly related to student success.

The committee has set for itself the goal of limiting its recommendations to a number of interventions that, according to research and literature, are effective. In addition, the committee has limited itself to those interventions with which the institutions or study programmes can actually get to work jointly and integrally. Policies on student success are effective when there is coherence between the measures taken or interventions developed. This policy is further elaborated in the in-depth document 'Studentsucces' ('Student Success'), including a roadmap. The committee recommends that the HEO sector make agreements on this and exchange best practices. The effect of improved student success should be reflected in a combination of higher efficiency and lower dropout and switch rates.



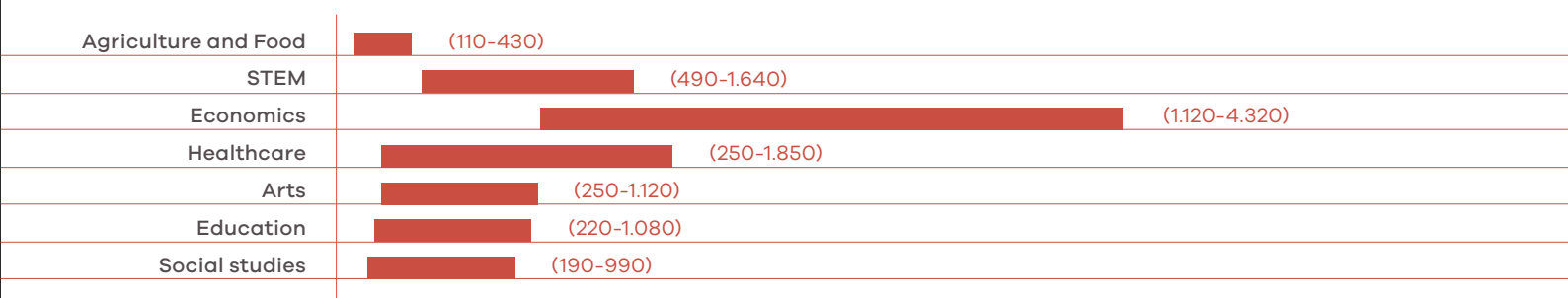
Figuur 1: model studentsucces, Meens & Dijkstra, 2021.

D Practice-based research

Research projects of universities of applied sciences show the diversity of practice-based issues in the economic sector. In many cases, this involves cross-links with other sectors. And conversely: many research themes (also) have an economic aspect, whereby expertise from the six economic domains (finance, hospitality, communication, law and governance, management and commerce and creative) is valuable.

The figure below shows the distribution of the focus area of the professors over the sectors in relation to the number of students in the study programmes of the corresponding sector.

Estimated number of students per lecturer
(interval based on upper/lower limit of lecturers)

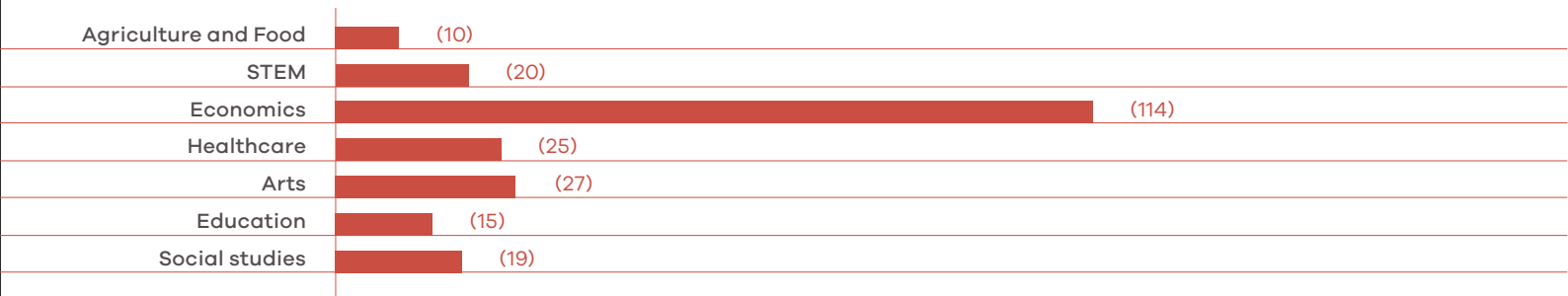


It is perhaps unsurprising that the sector with the largest number of students shows the widest interval in the number of students per lecturer based on this calculation. However, it is striking that the student/lecturer ratio seems to be considerably higher than in the other educational sectors. This relative difference is a clear indication that, in absolute terms as well, there is a greater need for economic research.

In addition, universities of applied sciences make less use of funding from Taskforce for Applied Research [*Regieorgaan SIA*] for practice-based research in the HEO sector and/or relatively fewer students participate in these projects. The explanation for this is directly related to the relatively lower number of lecturers.

Ratio of enrolled students and lecturers

involved in funded research projects



With more than a third of all students in higher vocational education, the sector not only owes its reputation to HBO, but is also positioned to fulfil that role as a change agent for society. Lecturers and research groups related to these professorships play a crucial role in connecting practice-based research to knowledge development with and between knowledge partners, to education and to professional practice. Focus and mass in practice-based research are of great importance here. Greater mass is largely a question of money: how many resources are available to appoint researchers on topics within the economic domains? Greater focus is also related to alignment and cooperation, in line with the strategic choices of the university. And within this, two parallel tracks are important: on the one hand, a substantive track in which the major transitions taking place in society and professional practice call for continuous renewal of economic thinking and, on the other hand, focused on multidisciplinary cooperation in solving problems linked to programmed research within social themes.



Overview

Commissieleden

Michaël van Straalen (voorzitter)
Gabrielle Kuiper
Mo Jaber El Mefthahi
Mark Mobach
Ebru Kaya
Hooman Nassimi
Jan Ummenthum

Bestuurlijk portefeuillehouder

Marjolijn Brussaard

Sectoraal advies college HEO

Gabrielle Kuiper (voorzitter)
Patrick Bemelmans
Ad Smits
Nahied Rezwani
Ilse van de Pas

Dagelijks bestuur sectorraad HEO

Paul Ganzeboom (voorzitter)
Karin Verschoor
Fred Feuerstake
Derk Jan Kiewit

Kerngroep

Zakia Guernina
Yvonne de Haan
Erica Schaper
Luc Verburgh

Projectsecretaris

Melissa Keizer

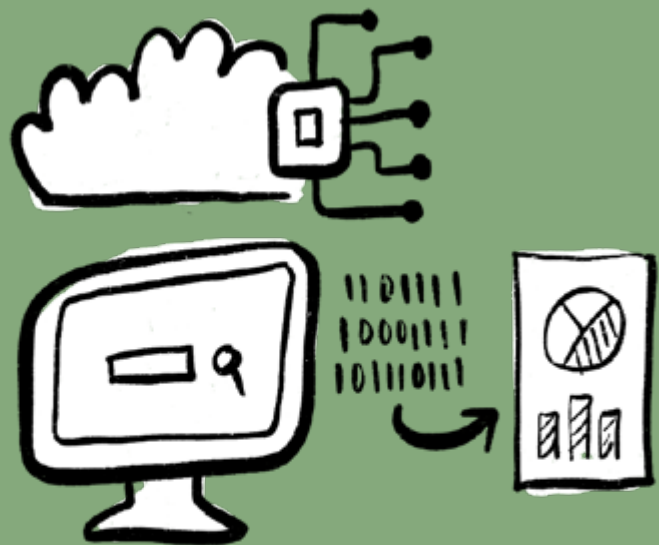
Co-secretaris

Asha Dijkstra

Mede-auteurs verdiepingsdocumenten

Asha Dijkstra
Cornelis Geldof
Melissa Keizer
Stefanie Klaassen
Evelyne Meens
Richard Puyt
Johannes van der Vos
Robert Wagenaar

Bijlagen

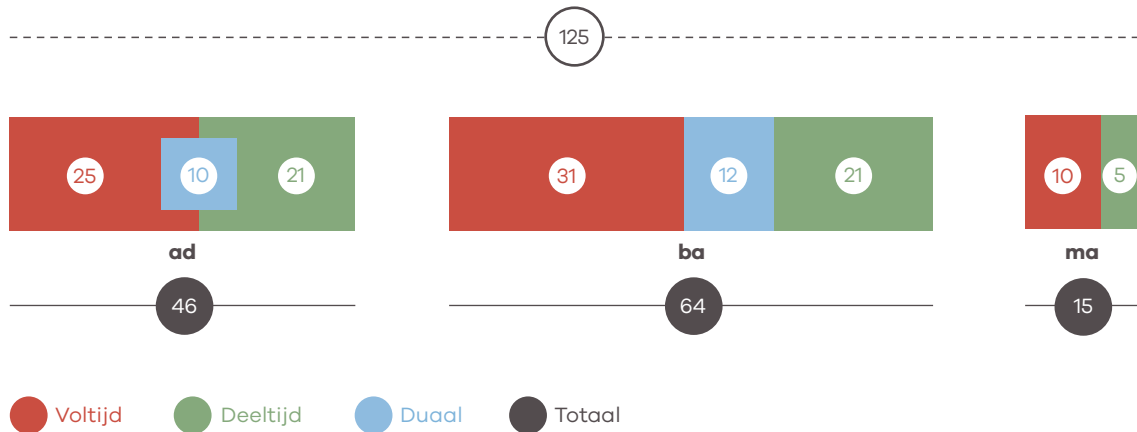


A Facts & Figures

Alle cijfers zijn afkomstig van het VH dashboard
(<https://www.vereniginghogescholen.nl/kennisbank/feiten-en-cijfers>)

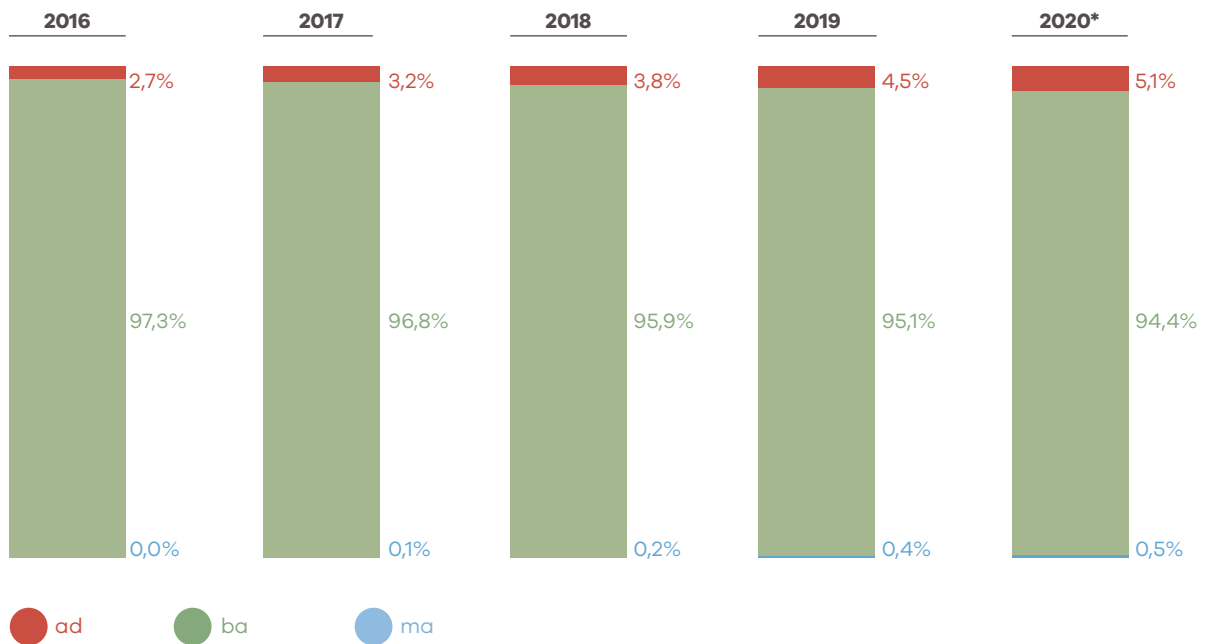
Aantal opleidingen sector economie

Per onderwijs type, per opleidingsvorm (opleidingen met 5 of meer studenten).
Een opleiding kan in meerdere opleidingsvormen worden aangeboden.



Inschrijvingen sector economie

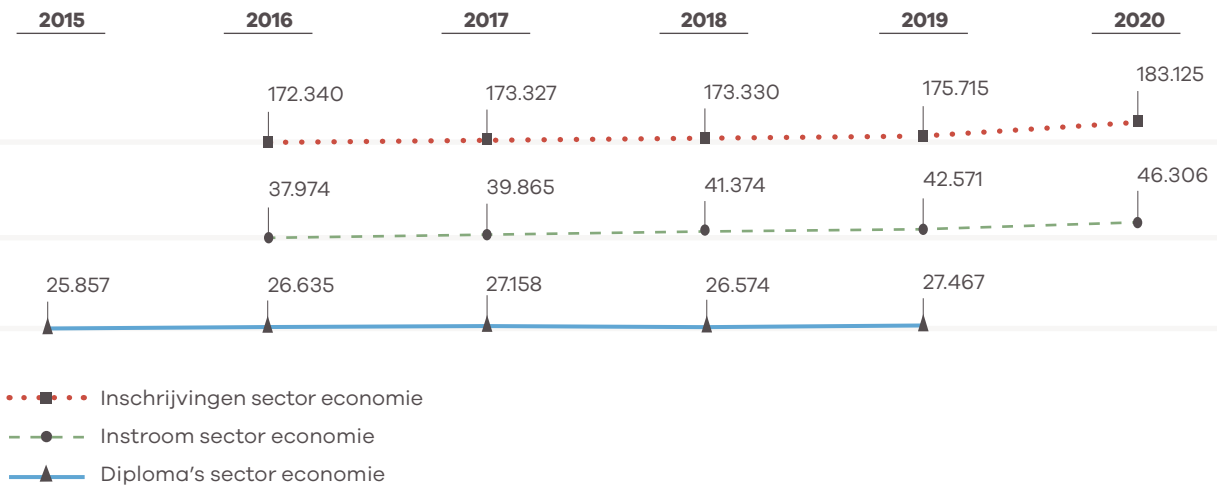
Per onderwijstype, per opleidingsvorm (laatste vijf jaar) als % van totaal aantal inschrijvingen sector economie



* Van de inschrijvingen sector economie in 2020 betrof 88,1% een voltijdstudie, 5,1% een deeltijdstudie en 1,8% duaal.

Inschrijvingen, instroom en diploma's sector economie

Onderstaande cijfers betreft Ad, ba, ma over laatste vijf jaar



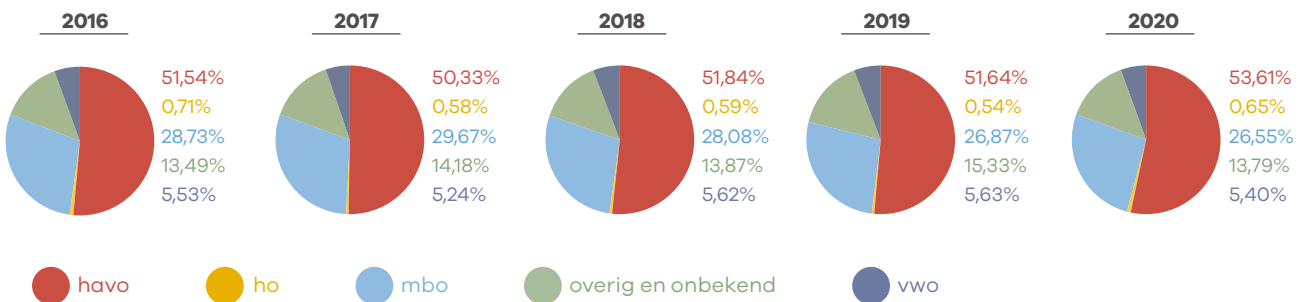
Inschrijvingen sector economie

Als % van totaal aantal inschrijvingen hbo, over laatste vijf jaar

	2016	2017	2018	2019	2020
Sector economie	38,54%	38,23%	37,96%	37,85%	37,34%
hbo totaal	100,00%	100,00%	100,00%	100,00%	100,00%

Instroom sector economie

Als % van totale instroom sector economie bachelor voltijd, over laatste vijf jaar, naar vooropleiding



Studiesucces na 5 jaar sector economie

Naar vooropleiding, naar geslacht (laatste vijf jaar, standaard bachelor voltijd)*

Vooropleiding	Geslacht	2011	2012	2013	2014	2015
havo	man	32,4%	35,1%	36,6%	37,3%	40,1%
	vrouw	55,4%	57,9%	59,6%	60,5%	62,8%
Totaal havo		43,3%	45,9%	48,0%	48,5%	51,1%
mbo	man	31,7%	32,0%	32,4%	32,8%	35,9%
	vrouw	42,5%	42,8%	42,5%	44,4%	48,1%
Totaal mbo		36,8%	37,4%	37,4%	38,3%	41,9%
overig en onbekend	man	38,0%	39,1%	38,1%	36,7%	39,5%
	vrouw	56,1%	57,9%	55,1%	58,0%	61,9%
Totaal overig en onbekend		47,7%	49,1%	46,9%	47,9%	51,3%
vwo	man	57,1%	60,2%	57,8%	55,6%	56,9%
	vrouw	77,9%	79,4%	79,2%	79,0%	82,5%
Totaal vwo		67,5%	69,7%	68,5%	67,2%	69,6%
Totaal sector economie		44,7%	46,5%	46,8%	47,0%	50,0%

Studiesucces na 5 jaar, vooropleiding mbo & hbo totaal

Laatste vijf jaar, standaard bachelor voltijd

Vooropleiding	2011	2012	2013	2014	2015
mbo	44,3%	44,6%	43,8%	45,4%	47,5%
hbo totaal	48,7%	49,6%	49,9%	50,3%	51,9%

* inclusief subtotaal vooropleiding

Studiesucces na 8 jaar sector economie

Naar vooropleiding, naar geslacht (laatste vijf jaar, standaard bachelor voltijd)

Vooropleiding	Geslacht	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
havo		68,6%	67,9%	68,7%	70,3%	72,2%
mbo		56,7%	53,2%	54,4%	53,9%	54,8%
overig en onbekend		59,4%	59,9%	59,3%	57,2%	58,3%
vwo		83,1%	83,6%	82,9%	82,8%	83,8%
totaal sector economie		65,7%	64,6%	65,1%	65,4%	66,8%

Studiesucces na 8 jaar, vooropleiding mbo & hbo totaal

Laatste vijf jaar, standaard bachelor voltijd

Vooropleiding	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
mbo	44,3%	44,6%	43,8%	45,4%	47,5%
hbo totaal	48,7%	49,6%	49,9%	50,3%	51,9%

Uitval na 1 jaar sector economie

Naar vooropleiding, naar geslacht (laatste vijf jaar, standaard bachelor voltijd)

Vooropleiding	Geslacht	2015	2016	2017	2018	2019
havo	man	13,1%	13,4%	14,5%	14,0%	11,1%
	vrouw	8,5%	8,4%	8,5%	8,7%	5,7%
Totaal havo		10,9%	10,9%	11,5%	11,4%	8,4%
mbo	man	22,8%	22,6%	23,9%	22,9%	16,2%
	vrouw	20,0%	18,8%	19,1%	18,1%	11,7%
Totaal mbo		21,4%	20,7%	21,4%	20,5%	13,9%
overig en onbekend	man	26,6%	25,5%	28,3%	25,7%	21,1%
	vrouw	16,5%	16,1%	17,8%	14,7%	14,3%
Totaal overig en onbekend		21,3%	20,6%	22,8%	19,8%	17,4%
vwo	man	7,5%	9,5%	8,0%	8,2%	6,6%
	vrouw	2,5%	3,7%	4,4%	3,9%	4,0%
Totaal vwo		5,0%	6,6%	6,2%	6,0%	5,3%
Totaal sector economie		14,9%	14,7%	15,7%	14,7%	11,1%

Uitval na 1 jaar, vooropleiding mbo & hbo totaal

Laatste vijf jaar, standaard bachelor voltijd

Vooropleiding	2015	2016	2017	2018	2019
mbo	20,5%	19,8%	21,5%	20,9%	14,7%
hbo totaal	14,8%	14,8%	15,7%	15,2%	11,3%

Uitval na 3 jaar sector economie

Naar vooropleiding, naar geslacht (laatste vijf jaar, standaard bachelor voltijd)

Vooropleiding	Geslacht	2013	2014	2015	2016	2017
havo	man	17,5%	16,3%	16,4%	16,6%	15,4%
	vrouw	9,3%	8,8%	8,0%	7,9%	6,9%
Totaal havo		13,4%	12,6%	12,3%	12,4%	11,2%
mbo	man	34,4%	34,2%	31,0%	31,4%	31,5%
	vrouw	28,8%	27,3%	24,9%	24,0%	23,0%
Totaal mbo		31,6%	30,9%	28,0%	27,7%	27,2%
overig en onbekend	man	38,2%	37,0%	34,3%	36,1%	35,2%
	vrouw	24,6%	23,1%	21,1%	21,2%	21,7%
Totaal overig en onbekend		31,1%	29,7%	27,4%	28,2%	28,1%
vwo	man	10,5%	9,0%	11,0%	11,0%	9,4%
	vrouw	4,2%	4,2%	4,0%	4,9%	4,3%
Totaal vwo		7,4%	6,6%	7,5%	7,9%	6,9%
Totaal sector economie		20,2%	19,8%	18,6%	18,6%	18,0%

Uitval na 3 jaar, vooropleiding mbo & hbo totaal

Laatste vijf jaar, standaard bachelor voltijd

Vooropleiding	2013	2014	2015	2016	2017
mbo	31,1%	28,9%	27,0%	26,5%	26,6%
hbo totaal	20,7%	19,5%	18,5%	18,5%	18,1%

B HEO study programme portfolio

Met herijkte domeinindeling

BACHELOR	AD	MASTER
<p>1 Finance</p> <ul style="list-style-type: none"> b accountancy b finance & control b Finance, Tax and Advice b vastgoed en makelaardij 	<ul style="list-style-type: none"> Ad Accountancy Ad Financiële Dienstverlening Ad Finance Ad Finance & Control 	
<p>2 Hospitality</p> <ul style="list-style-type: none"> b hotel Management b facility management b Leisure & Events management b Tourism management 	<ul style="list-style-type: none"> Ad hotel management Ad Facilitair eventmanagement Ad leisure & Events management Ad Tourism management Ad Event manager 	<ul style="list-style-type: none"> m tourism destination mgmt m international Leisure, tourism & events mgmt m strategic events mgmt m Leading hotel transformation (sept 2021)
<p>3 Communicatie</p> <ul style="list-style-type: none"> b communicatie b journalistiek b oriëntaals talen en communicatie b vertaalacademie 	<ul style="list-style-type: none"> Ad Communicatie Ad Creative Media Professional Ad Crossmediale Communicatie Ad Online Contentcreator 	<ul style="list-style-type: none"> m Professional master media innovation m Content & media strategy m International communication
<p>4 Rechten & governance</p> <ul style="list-style-type: none"> b hbo-rechten b sociaal-juridische dienstverlening b bestuurskunde/overheidsmanagement b integrale veiligheidskunde b Europese studies 	<ul style="list-style-type: none"> Ad Juridisch medewerker 	<ul style="list-style-type: none"> m Toegepast recht (sept 2021)
<p>5 Management</p> <ul style="list-style-type: none"> b bedrijfskunde b international business b Logistics management b business it & management b human resource management b business studies b Global project and change management 	<ul style="list-style-type: none"> Ad Business Studies Logistiek Ad Logistics Management Ad Logistiek en Economie Ad Human Resource Mgmt Ad IT service management Ad Business IT & Management Ad bedrijfskunde Ad Management Ad Officemanagement 	<ul style="list-style-type: none"> m Master in interernational business & management m Master in international supply chain mgmt m Interdisciplinary business professional
<p>6 Commerce & creative</p> <ul style="list-style-type: none"> b commerciële economie b business innovation b ondernemerschap & retail magement b food and business b Trend Research & Concept Creation in Lifestyle b Creative business b kunst en economie 	<ul style="list-style-type: none"> Ad Commerciële Economie Ad Online Marketing en Sales Ad Sales en Accountmanagement Ad Commercieel Management Ad Marketing Management Ad Ondernemen Ad E-commerce Ad Ondernemerschap & Retailmmgmt 	<ul style="list-style-type: none"> m Data driven design m Circulaire economie

■ = domeinprofiel Ad Commerce
■ = domeinprofiel Ad BA

C

SWOT figure

Strength

Afgestudeerden zijn gewild en vinden relatief eenvoudig een baan op niveau

Toekomstige studenten kiezen graag opleidingen in de sector

Relatief hoog % studenten met niet-westerse achtergrond

Hoge dynamiek en veranderbereidheid binnen de instellingen

Betrokkenheid docenten bij omgeving en werkveld

Expertise ontwikkeling en kwaliteitsdenken

Weaknesses

Brede sector met weinig cohesie

Relatief hoge uitval & switch percentages

Wisselende datainterpretaties rond beroepen, arbeidsmarkt en relevantie

Relatief weinig lectoren en praktijkgericht onderzoek in relatie tot de omvang en relevantie van de sector

Beperkte bijdrage aan tekortsectoren

Onvoldoende gepreciseerde toekomstbeelden van beroepen en arbeidsmarktontwikkeling

Opportunities

Een door de sector onderschreven toekomstbeeld vastleggen van beroeps- en arbeidsmarktontwikkeling

Toegevoegde waarde inzichtelijk maken van de sector HEO voor alle sectoren

Inzet op meer lectoren en meer onderzoek, primair in de sector secundair met andere sectoren

Nieuwe afsprakenet voor data en datainterpretatie

Inzet en bijdrage LOB intensiveren binnen de instellingen en binnen de vooropleidingen MBO en HAVO

Collectieve positionering en verschijningsvorm(en)

Threats

Niet duurzaam en ad hoc vernieuwen

Rigiditeit bij interne en externe verbindingen

Betrokkenheid besturen

Wisselende motieven en weinig evidentie studiekeuze

Kwantiteitsdenken vermengt zich met kwaliteitsdenken

Naar binnen gerichtheid van de sector

D HEO study process

Doel verkenning: advies aan het bestuur over de toekomst van de sector Hoger Economisch Onderwijs (HEO).

Het bestuur van de VH heeft een externe commissie opdracht gegeven tot het doen van een sectorale verkenning. Het bestuur heeft de commissie in september 2020 ingesteld.

Tijdspad

De uitvoering van de HEO-verkenning vond plaats van september 2020-september 2021. Voorafgaand (voorjaar 2020) is de taakopdracht vastgesteld waarbij commitment en draagvlak is gecreëerd voor deze HEO-verkenning onder bestuurders, stakeholders en de sectorraad.

Bestuurlijke draagvlak

Om draagvlak en eigenaarschap bij de bestuurders met economische opleidingen (19 in totaal) te borgen, zijn de bestuurders van de HEO-opleidingen nauw betrokken bij de verkenning. De taakopdracht is in een kick-off sessie met hen afgestemd en aanbevelingen zijn verwerkt. Ook zijn de opbrengsten tussendoor besproken en voorgelegd door de voorzitter aan alle bestuurders. De contouren van de HEO verkenning zijn op 2 juli toege-licht door de voorzitter van de verkenningscommissie aan de bestuurders van de HEO-hogescholen.

Naar aanleiding van de kick-off is er een kerngroep gevormd van vier voorzitters/leden van CvB-bestuurders:

- Erica Schaper, CvB-voorzitter NHL-Stenden
- Luc Verburch, CvB-voorzitter Zuyd hogeschool
- Zakia Guernina, lid CvB Hogeschool Rotterdam
- Yvonne de Haan, lid CvB HAN University of Applied Sciences

Deze leden zijn vanaf de start meegenomen in het proces. De voorzitter heeft elke lid tweemaal gesproken. De portefeuillehouder HEO was hier indien mogelijk bij aanwezig. Er is één gezamenlijke bijeenkomst geweest. Hier was ook de directeur van de VH bij aanwezig. De feedback van de leden is verwerkt in de rapportage.

Commissie

De verkenning is uitgevoerd door een onafhankelijke commissie met een boegbeeld als voorzitter.

De commissie is zeven keer bijeen geweest. De zes themabijeenkomsten zijn uitgebreid besproken, waarbij denkrichtingen, analyses en conclusies werden voorgelegd.

De commissie heeft de uitkomsten vertaald naar aanbevelingen voor de inhoud en/of aanbod van de betrokken opleidingen.

De verkenning is ondersteund door een secretaris en co-secretaris vanuit de VH. De secretaris heeft nauw contact met de portefeuillehouder HEO gehad rondom het proces en de inhoud (bestuurder).

Methode: themabijeenkomsten

Er hebben online zes themabijeenkomsten plaatsgevonden. De themabijeenkomsten kenmerkten zich door een plenaire sessie en break-outs. In de plenaire sessie werd het thema geïntroduceerd vanuit een expert. In de break-out sessie gingen de deelnemers in diverse groepen uiteen om samen de verdieping op te zoeken. Hierin stonden diverse vragen centraal.

Doel: Input op de kernvraag in hoeverre moet de sector hEO veranderen om future proof te zijn en op welke wijze gezien de maatschappelijke ontwikkelingen en input op de vragen gesteld per thema.

De themabijeenkomsten zijn georganiseerd door een duo uit het sac/ db met een commissielid.

Er zijn verslagen gemaakt van de themabijeenkomsten (deze zijn opgenomen in het verdiepingsdocument 'Samenhang en achtergrond thema's'). De analyses en uitkomsten ervan zijn gezamenlijk beschouwd als advies en zijn verwerkt in het eindrapport.

Stakeholders

Om relevante aanbevelingen te doen, zijn stakeholders waar de sector mee te maken heeft, zowel regionaal als landelijk, betrokken en bevroegd. Daarbij is het doel en het proces van de sectorale verkenning met diverse partijen vooraf en tijdens deze verkenning besproken. Deze stakeholders zijn onder andere:

- (VNO-NCW/ MKB-NL)
- Private en publieke stakeholders (mkb, groot bedrijf, zorginstellingen, maatschappelijke partners), regionaal en landelijk
- Bestuurders hogescholen met economische opleidingen
- Voorzitters landelijke opleidingsoverleggen
- Directeuren in sector hoger economisch onderwijs (vertegenwoordigers per hogeschool zijn verenigd in de sectorraad HEO)
- Sac/ Db
- Lectoren
- Studenten/alumni
- Diverse experts

Datum	Thema Onderwerp	Aantal deelnemers en partijen
13 november	Transitie op de arbeidsmarkt en alternatieve (economische) waardesystemen	43
16 december	Technologisch burgerschap & brede vaardigheden	27
11 februari	Cross-overs tussen verschillende sectoren	38
26 maart	De toekomstige arbeidsmarkt voor de hoger economisch opgeleide professional	25
21 april	Versterken van kanselijkheid met focus op doorstroom	22
21 mei	HEO-vraagstukken voor praktijkgericht onderzoek en verbinding met onderwijs	65

Categorie	Thema 1	Thema 2	Thema 3	Thema 4	Thema 5	Thema 6	Totaal
Commissie heo, sac/db	8	6	7	3	4	10	38
Bestuurder hogeschool (incl. kerngroep)	2	4	1	3		1	11
Student/alumnus	2		4	4	1	1	12
Werkveld	16	7	10	5	8	8	54
Lector/docent	6	5	9	3	2	11	36
Beleidsmedewerker/ projectleider/ directeur hogeschool*	2	2	7	4	6	31	52
Instellingen (als ministeries, lkca, cdho)	7	3		3	1	3	17
Totaal	43	27	38	25	22	65	220

* zijnde anderen dan het sac/db

LOO-voorzitters

De loo voorzitters zijn inhoudelijk bevestigd op het thema arbeidsmarktrelevantie, waarbij ze indicatoren hebben geselecteerd waar ze op willen sturen.

Sectorraad HEO

De sectorraad is tijdens de uitvoering van de verkenning drie keer inhoudelijk bevestigd gedurende het proces. Aan de start van de verkenning, oktober 2020 en in juni 2021 zijn de hoofdlijnen door de voorzitter van de verkenningcommissie toegelicht en besproken.

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