

UG action plan on student well-being 2024

Summary

Introduction and background

- One of the strategic aims of the University of Groningen (UG) is to enhance student success. The university recognizes the necessity of addressing students' well-being, particularly in the context of the Corona pandemic and recent reports from the Trimbos Institute.
- In 2021, all Dutch educational institutions received financial support from the Ministry of Education, Culture, and Science to alleviate the adverse effects of the Corona pandemic. These resources, referred to as NPO funds, were allocated to the faculties and utilised for additional study support for students.
- Since then, developments within the University of Groningen (UG) and at the national level have instigated initiatives aimed at improving the well-being of our students. The UG started with a Taskforce Student Well-being which underwent an extensive process to establish a vision on student well-being at the UG. This vision, finalised in December 2022, was embraced by the University Council at the beginning of 2023.
- For the years 2023-2030 we received new annual resources from the Ministry of Education, Culture, and Science. These annual resources need to be allocated in line with the national framework on student well-being and the UG-vision on student well-being. Therefore, an university-wide action plan was being made in 2023.
- In 2023 three diversely composed working groups gave input for an university-wide action plan on student well-being.

Key points of the action plan:

- The action plan outlines a comprehensive strategy to enhance the well-being of our students. It delineates two distinct implementation phases. The first implementation phase entails implementation of specific actions, while the second implementation phase involves conducting further research within faculties to customise proposed interventions according to their unique contexts.
- The **first implementation phase** involves implementing concrete actions, which will start in 2024:
 1. Expanding the current pilot training programme for study advisors to all faculties in order to strengthen their essential role in the student support chain.
 2. Redesigning communication with focus on more accessible and findable information while also increasing awareness on mental health issues.
 3. Informing and training teachers in how to: 1) make teaching and assessment more inclusive, 2) deal with signals of worrisome behaviour among students.
- The **second implementation phase** involves more research (in 2024) in order to create a deeper understanding of current practice and needs of faculties. Subsequently, the aim is to present and share good practices and offer support to faculties for the implementation of actions aimed at increasing well-being from 2025 onwards. These actions include:
 4. Improving mentor programmes with an emphasis on student success rather than academic success.
 5. Examining how personal and professional development can be implemented within the study programmes and identifying how this can be encouraged.
 6. Identifying and addressing processes and procedures that may contribute to stress and pressure for students.
 7. Clarifying our duty of care to establish clear mutual expectations between staff and students regarding roles, guidance, and support.

Implementation:

- To effectively execute these two phases, a project team will be established. Part of this team will start with implementing the first phase, while the other team members simultaneously delve into the research required to start up the implementation of the actions of phase 2. An initial step in the implementation phase involves conducting visits to all faculties to gather detailed, faculty-specific information, enabling the project team to tailor interventions to meet the diverse needs of each faculty. For 2025 a subsidy will be set up for faculties to start or strengthen faculty-initiatives on student well-being.
- The current steering committee will be transformed into a governing group, including representatives from the University Council and faculties.

Action plan student well-being at the University of Groningen

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Aletta Westra, programme manager action plan student well-being

1. Introduction

The following document delineates the action plan for enhancing student well-being within our university community. The action plan aims to give expression to the UG vision on student wellbeing, in alignment with the National Framework on Student wellbeing and the UNL vision. Moreover, it serves to outline how the government funding allocated to our university for improving student well-being, according to the National Framework, will be allocated and utilised.

The document provides a background outline against which this action plan is designed (section 2). It will also describe the approach and process employed to formulate the content of the action plan (section 3). Section 4 delves into the specifics of the action plan itself. Finally, the document addresses the implementation phase (section 5), monitoring procedures (section 6), and concludes with a budget in section 7.

2. Background

The Strategic Plan '21-'26, titled 'Making Connections,' states that the University of Groningen aims to monitor and contribute to students' well-being and create a safe environment. Recognizing that well-being and social safety are essential factors in student success, the university acknowledges the urgency and necessity of addressing students' well-being, especially in the context of the Corona pandemic and recent reports from institutions such as the Trimbos Institute (2021 and 2023¹). Consequently, both nationally and at the University of Groningen, student well-being has gained prominence on the administrative agenda.

In 2021, all Dutch educational institutions received financial support from the Ministry of Education, Culture, and Science to mitigate the adverse effects of the Corona pandemic. These resources, known as NPO funds, were allocated to the faculties and utilised for additional study support for students. This included initiatives such as hiring extra study advisors, appointing well-being officers, and enhancing teaching staff. Throughout the pandemic, our student community made substantial and diverse efforts to foster connections among students and with the university. The academic community demonstrated resilience and adaptability. The Trimbos report of 2023 indicates a slight improvement in student well-being. Despite these modest advancements from 2021, the findings underscore the continued need to focus on enhancing student well-being. The allocation of new financial resources, coupled with the national framework for student well-being, presents fresh opportunities and directions for further enhancing student well-being at the UG.

2.1 Developments within the University of Groningen

In the autumn of 2021, the UG discussion on student well-being got started in the

¹ <https://www.trimbos.nl/aanbod/webwinkel/af2137-monitor-mentale-gezondheid-en-middelengebruik/>

Commission on Educational Strategy (COS, nowadays: Onderwijsberaad / Education Council), which gave first insights into what should be captured in a UG-vision on student well-being. In the beginning of 2022, the University Board commissioned the Taskforce Student Well-being to formulate a vision on student well-being. The Taskforce comprising students and staff members from different faculties, services, and positions, conducted multiple stakeholder sessions to gather input, resulting in a university-wide vision on student well-being. The vision outlines objectives in three domains: 1) personal support and development, 2) community building, and 3) the learning environment. A visualisation of these objectives is available in the infographic in Appendix 1.

This university-wide vision on student well-being was approved by the University Board at the end of 2022 and was also positively received by the University Council in January 2023. With the approval of the vision, the next phase of the project commenced in late spring 2023: drafting a University of Groningen action plan on Student Well-being.

2.2 Developments on the national level

At the national level the Ministry of Education, Culture and Science also elevated the topic of student well-being on the administrative agenda. This elevation resulted in 2022 in an Administrative Agreement², where the minister of Education, Culture and Science outlined measures for improving student well-being. The Administrative Agreement was accompanied by the allocation of financial resources to all higher education institutions, intended for enhancing the well-being of their students. These funds will be granted annually, starting in 2023 and continuing at least until 2030.

The allocation of these resources within our university must align with both the *national framework for student well-being*³ and our university's overarching vision on student well-being. The National Framework is a collaborative effort between the UNL, Vereniging Hogescholen (VH), Center for Expertise Inclusive Education (ECIO), and the national student unions. In essence, the national framework outlines interventions along four main lines:

1. Enhancing students' sense of belonging.
2. Increasing efforts in prevention.
3. Enhancing knowledge and skills within institutions.
4. Strengthening cooperation between institutions and organisations that are part of the care chain.

In addition to the formulated lines of action, the framework includes ambitions for the year 2030. These ambitions outline what universities are working toward as institutions, namely: inclusive education, self-direction (i.e. autonomy and resilience), an eye for differences in starting positions, eliminating obstacles, and attention to personal and social development. These ambitions are addressed not only within the student well-being project, but also within other projects and departments such as: the Student Service Centre, the Policy Plan for Students with a Functional Impairment, the Teaching Academy, Scholierenacademie and the D&I office.

2.3 Legal context and responsibilities

The UG co-signed the Administrative Agreement in the summer of 2022 and is, therefore, part of the aforementioned National Framework on Student Well-being. This implies that the UG receives funds to actively work on improving student well-being and is required to allocate these financial

² <https://open.overheid.nl/documenten/ronl-fcd6dcb389dae70bfc3f39317ee1cf2672b302ba/pdf>

³ https://www.eerstekamer.nl/overig/20230704/landelijk_kader_studentenwelzijn/document

resources within the guidelines outlined in this framework. Furthermore, the university will be accountable for how these funds are spent, reporting to the Ministry of Education, Culture, and Science.

Investing in student well-being is also a responsibility that our university has embraced by approving the vision on student well-being by stating that:

“the UG wants to go beyond the legal duties of care and make an active effort to contribute to student well-being. In doing so the UG sees, besides a responsibility for the university, also a responsibility for the student. This is also in line with UNL-vision on student well-being: “ (..) the degree of freedom and autonomy experienced by students at the university is typical of the academic foundation. The successful realisation of this foundation emphatically entails a task and responsibility on the student's part”. Thus, students, lecturers, administrators, support staff, professionals from the student support chain, decision makers, policy makers (i.e., all members of the university community) all have a responsibility to contribute to student well-being from within the boundaries of their respective roles and responsibilities.”

3. Project approach and process

After the first phase of this project, during which the vision on student well-being was established, the second phase commenced. The objective of the second phase was to develop an integrated/university-wide action plan on student well-being. The action plan should consist of interventions focusing on three domains outlined in the UG vision on student well-being: personal development and support, community building, and the learning environment.

3.1 Project approach

To formulate the action plan, a project organisation was established, with the kickoff taking place in May 2023. The project organisation comprises:

- A project leader for student well-being (started July '23, after the kick-off)
- Three working groups, each dedicated to a specific domain. These working groups, led by coordinators, consisted of staff and students from various faculties and UG services.
- The former Taskforce on Student Well-being was expanded with additional members and served as a steering committee during phase 2.

The working groups were assigned the task of generating ideas that align with the established goals within their respective domains of the vision. The project leader held the responsibility of consolidating this input into an action plan for student well-being. Both the working groups and the project leader were encouraged to propose ideas that contribute to and enhance the ongoing initiatives at our university.

3.2 Process

June 2023 - September 2023:

Following the kick-off meeting in May 2023, working groups initiated an inventory of existing activities within their respective domains. Subsequent discussions with key stakeholders generated ideas aimed at enhancing student well-being at the UG.

October 2023 – January 2024:

By the end of October 2023, all working groups presented their initial ideas. These concepts underwent extensive discussions with various stakeholders during meetings such as those with the steering committee, Groninger Overleg Study Advisors (GOS), and the University Committee for Education (UCO). In addition to formal meetings, all staff and students received invitations through internal messaging for walk-in sessions at Zernike and the House of Connections. These sessions attracted multiple participants who provided valuable feedback on the working groups' ideas.

The feedback from these sessions formed the initial outline of the action plan on student well-being. This outline underwent discussion and approval of the Educational Committee (Onderwijsberaad), UG Board and University Council (Spring 2024).

4. Outlines action plan on student well-being

In this section, we will present the action plan. The action plan consists of a *two-phase approach*. The *first implementation phase* comprises concrete actions that build upon existing faculty and central projects within the university. The aim of the proposed actions are to strengthen these initiatives. These include: study advisor professionalisation, improved communication, and teacher professionalisation.

Simultaneously, the *second implementation phase* will commence, focusing first on research and gathering input from faculties. The goal is to gain a better understanding of current practices and faculty-specific needs. To achieve this, we will plan a *faculty tour* to investigate and further develop the presented ideas of the second phase in collaboration with faculty representatives. These ideas include: adjusting mentor programmes, incorporating personal and professional development into the curriculum, identifying and addressing stressful processes and procedures within the learning environment and defining the duty of care. We will seek out and share *good practices* among faculties. Additionally, once all information is gathered the implementation of these phase-2-actions will be encouraged for implementation through *subsidies* for faculties.

Please note that we did not include action on our ongoing efforts as a university to support student well-being. Examples of ongoing efforts include all services provided by the Student Services Centre, the implementation outlined in the policy plan for students with functional impairments, and the activities offered by student organisations aimed at promoting well-being and community building.

4.1 Study advisor professionalisation (phase 1)

In the student support chain, study advisors play a central role. They serve as the first line of support - directly connected to the study programmes - to which students can turn when they have questions or experience difficulties. They are the spiders in a web, having significant responsibility and are required substantial knowledge. However, study advisors often come from diverse backgrounds and frequently lack the necessary trained foundation to fulfil their essential and central role in the student support system.

This is the reason why the Faculties of Arts, FSE, and FEB have initiated a comprehensive course to transfer basic skills and knowledge to study advisors. The goal is to establish a solid foundation for fulfilling this role effectively. This comprehensive course began as a pilot in September 2023 and will undergo evaluation in the summer of 2024. Recently appointed study

advisors attend workshops and receive training to acquire relevant professional knowledge, practise essential skills (such as communication skills), and discuss cases during intervision sessions. Additionally, a handbook has been compiled, containing all necessary practical subjects. This training programme could potentially evolve into a course for all faculties, pending a positive recommendation from the steering committee following evaluation.

Implementation:

- Following the summer 2024 evaluation, the course and handbook will be redeveloped, and the programme will be offered annually or biennially to all new study advisors at the UG.

Expected outcome:

- Study advisors will be better equipped to support students, both in prevention and in addressing existing problems.

4.2 Communication and information: redesign information & raising awareness (phase 1)

When asked about the primary issues affecting student well-being at the UG, many students emphasise communication and information provision as significant concerns. Additionally, students find it challenging to discuss mental health issues and locate appropriate support. Both these issues will be addressed.

1. Accessible, findable information:

The principal challenge lies in students' difficulty in accessing relevant support information. This encompasses:

- A lack of clear overview regarding available support services and the division of roles within the support chain.
- An overload of information during introduction weeks, which is often not reinforced or remembered later in their academic journey.
- A preference for accessing relevant study information and support via Brightspace over the university website and student portal.

The issue is not a scarcity of information but rather a need for greater accessibility and findability. Several departments within the UG are already addressing this issue, such as SIA/US and SSC/project studying with a functional impairment, by researching the student journey and assessing current communication practices. Of course, we will use these findings in addition to discussions with a diverse group of students. We will also explore the options for new ways of presenting information. The aim is to present existing information in a more accessible manner for the current generation of students and enhance understanding of the various roles within the support chain.

2. Raising awareness through testimonials and discussions:

Another significant issue is students' perception that they are alone in experiencing difficulties, making it challenging for them to communicate their issues and seek appropriate support. Therefore, it is crucial to raise awareness, destigmatise, and normalise discussions surrounding mental health. Sharing experiences through testimonials can be beneficial: students will experience they are not the only ones struggling and learn about possible ways to deal with mental health issues.

Implementation:

(1)

- Evaluate communication channels and information provision in collaboration with a diverse group of students.
- Develop a communication and information plan on student well-being, emphasising accessibility and clarification of support roles.
- Explore potential tools for enhancing accessibility, such as AI, Brightspace, or mobile applications, and pilot them if proven effective.
- Implement the communication and information plan.

(2)

- Develop a communication plan for (peer-led) discussions about mental health in collaboration with Corporate Communication, other relevant departments and student organisations.
- Use testimonials and other ways to share personal experiences and strategies for managing stress, maintaining work-life balance, and seeking support.

Expected outcomes:

(1)

- Improved accessibility and findability of support information and support chain navigation throughout the student journey.

(2)

- Enhanced guidance on navigating academic and personal life, fostering a sense of belonging through peer experiences.
- Destigmatisation and normalisation of mental health issues, leading to increased understanding of available support options.

4.3 Teacher professionalisation (phase 1)

The classroom environment significantly impacts student well-being. Faculties, through their day-to-day interactions, play a crucial role in contributing to student well-being. However, many students face performance pressure and high workloads. Although these are typical aspects of student life, we can support students in managing them. Additionally, fostering an inclusive classroom environment where every student can learn, thrive, and feel a sense of belonging is essential. To achieve this, teachers need to be equipped with the necessary skills and tools and be informed about how to refer students who exhibit worrisome behaviour or encounter problems. There are two key lines of action in the domain of the learning environment:

1. Inclusive and Accessible Teaching:

Teachers can promote well-being by incorporating flexible teaching and assessment strategies and utilising accessible materials to accommodate diverse learning needs. Students get more insight and responsibilities in their learning process and autonomy which can lead to a greater sense of belonging. This approach has the side effect, that it reduces the necessity for individual educational and exam accommodations, which can alleviate organisational pressures on faculties/exam committees and stress on students.

Efforts to promote inclusive teaching are already underway within projects such as the Comenius project on inclusive teaching and initiatives focused on studying with functional impairments. These include developing modules, toolkits, and support systems for teachers. However, more can be done to integrate these principles into Continuous Professional Development for all teachers, thereby enhancing opportunities for training and awareness, and offer support for implementation of the inclusive teaching strategies within their courses..

2. Information on Identifying and Referring Worrisome Behaviour:

Given the close connection between students and staff within the classroom, teachers may observe signs of worrisome behaviour. Improving teachers' awareness of support options and equipping them to recognize and address these signs themselves is crucial. A two-way approach involves enhancing information provided to teachers about support options and offering training for those interested in learning more about identifying and supporting students exhibiting worrisome behaviour.

Implementation:

(1)

- Promotion of the training and providing a teacher toolkit for accessible and inclusive teaching.
- Subsidising pilots for inclusive teaching integration at faculty level.
- Training teaching assistants to support teachers in redesigning their courses and making learning materials more accessible.

(2)

- Provide information to teachers on referral possibilities.
- Promoting training opportunities and developing resources such as a mental health first aid kit for teachers.

Expected outcomes:

- Improved student well-being by giving students insight and responsibilities in their learning process by introducing more flexible learning strategies and assessment.
- Improved student well-being by fostering flexible learning strategies and reducing stress associated with arranging accommodations for students with disabilities.
- Enhanced teacher professional development through training and support in addressing worrisome behaviour and diverse learning needs.

4.4 Mentor programmes

For students to flourish during their academic journey, it's imperative that they feel a sense of belonging at the University. This feeling is vital for student success and well-being. Hence, it's crucial for the UG to foster an environment where all students feel safe and at home from the outset of their studies, facilitating opportunities for a sense of belonging. This can be achieved through engagement in student communities and mentoring programmes. It's essential to evaluate how existing mentoring programmes could prioritise student success over mere academic achievement, emphasising a sense of belonging and personal development.

Most study programmes at the UG have mentorship programmes in place, albeit with varying structures across faculties and programmes. Initially, these programmes were geared towards ensuring academic success, particularly upon the introduction of binding study advice. However, a shift in focus towards student success aligns with our ongoing efforts to enhance student well-being by prioritising prevention and fostering a sense of belonging throughout the student journey.

This initiative aims to (1) examine the effective practices within various community building & mentorship programmes that contribute to student well-being and (2) establish a financial fund to enhance mentorship programmes based on these identified best practices.

Implementation:

- Conduct a faculty tour to investigate effective community-building and mentoring practices through discussions with study advisors, teachers, mentors, students, and relevant experts.
- Share successful mentorship programme models and encourage a shift towards prioritising student success.
- Provide guidance and resources for implementing new or improved programmes, including mentor training and involvement of study associations.
- Allocate funding for pilot programmes targeting senior students (2nd, 3rd year, MA, premaster) to ensure inclusivity and effectiveness.

Expected outcomes:

- Positive impact on students' sense of belonging, as evidenced by the well-documented benefits of peer mentorship, collaboration, and extracurricular engagement.
- Prevention of potential challenges through proactive support.

4.5. Personal and Professional Development & Skills (Phase 2)

Personal development is crucial for students throughout their academic journey, enabling them to grow personally and professionally while preparing for post-graduation careers. Stimulating personal growth and social responsibility is a core responsibility of higher education institutions, as mandated by law (WHW 1.3.5). Consequently, educational programmes must assist students in becoming resilient, well-rounded professionals capable of navigating the complexities of modern society and managing stress effectively. This development can be pursued both through extracurricular activities and within the academic curriculum.

Many students already engage in extracurricular opportunities offered by the UG and the cities of Groningen and Leeuwarden, such as participation in committees, student boards, international exchanges, or internships. However, several study programmes have integrated personal development education into their curricula, offering elective courses or minors focused on skill acquisition. Regardless, fostering resilience and developing qualities like reflection, critical thinking, collaboration, and stress management is beneficial for all students. Within phase 2 it will be examined how these qualities in the field of personal and professional development could be (further) incorporated into the curriculum.

Implementation:

- Investigate interpretations of personal and professional development within faculties to establish a shared understanding.
- Compile an overview of educational practices for integrating personal and professional development education.
- Conduct a faculty tour to exchange best practices and encourage implementation within faculties.

Expected outcomes:

- Enhanced student development across social, moral, and personal dimensions alongside academic growth.
- Improved readiness for professional life, equipping students to navigate challenges and excel in their careers.

4.6 Learning environment (phase 2)

The organisation of the learning environment significantly impacts student well-being. To reduce stressors, we aim to identify and address processes and procedures in the learning environment that may contribute to stress and pressure for students. Examples include addressing scheduling issues, communication about course information and programme changes and challenging courses.

Implementation:

- Faculty tour to discover effective practices and identify faculty-specific needs in teaching and learning environments, including scheduling and technical support.
- Encouraging the adoption of effective practices across faculties.

Expected outcomes:

- Sharing effective practices among faculties facilitates effectiveness within faculties and enhances student well-being.

4.7 Duty of care (phase 2)

As also stated in the vision, our university has a duty of care. However, there is confusion surrounding this term as students and student support officers interpret it differently. Furthermore, the extent to which student support officers provide assistance or follow up with students varies greatly. While laws and regulations outline the university's obligation to make efforts in the field of well-being, the specifics remain unclear. This ambiguity extends to the responsibilities of staff within the support chain, from teachers to student counsellors, leaving many uncertain about their roles. Some groups of student support officers have established frameworks and guidelines for support, while others have not. Elaborating on our duty of care would clarify expectations for both staff and students, providing new avenues for improving student guidance and information services.

Implementation:

- Develop a framework for student well-being in collaboration with student support officers, defining clear guidelines for all roles within the support chain. This will assist both new and experienced student support officers and teachers struggling with their workload and responsibilities.
- Integrate the duty of care framework into the earlier mentioned training programme for study advisors.

Expected outcomes:

- Enhanced clarity regarding the scope of the duty of care and the associated effort obligation dictated by various laws and regulations.
- Adjusted support measures or increased efforts in supporting, guiding, and monitoring students.

5. Implementation of the action plan

The current year, 2024, will be used to start with the concrete actions mentioned above (first implementation phase) and the faculty tour (second implementation phase). After the faculty tour we will report on the findings and the good practices from all faculties. This report will also contain the progress of the actions of implementation phase 1 and a new budget plan for 2025. It will be sent to the Education Council, Board and University Council, Autumn 2024. After agreement we can start with the subsidy in 2025.

In order to implement the action plan we want to form a programme team, a focus group to give us (un)solicited advice and a governing group to monitor the progress and expenses (see visualisation Appendix 3).

6. Monitoring

The monitoring of this project will be done both internally and externally, and on several levels (faculty/institutional/sector/national).

The *programme* falls under the purview of the governing group, working closely with the programme manager. *Annually*, the governing group will submit *progress reports* to the Board of the University and the University Council, providing an updated budget. Additionally, the monitoring process from 2025 on will include a detailed account of the current status of faculty initiatives funded through the faculty subsidy.

The *funds and the national framework* will be evaluated by an *external organisation* in 2025 and 2030. In the National Framework the following is stated about the monitoring: "The Higher Education Administrative Agreement agreed on four themes where institutions will spend available money on and increase their commitment to student well-being. Each institution has an obligation of effort and implements the framework together with students within the context of their own institution. In order to account for their actions and spending accountable, the annual report reports how the funds from the administrative agreement have been spent on student welfare".

That means that the UG has to report in the *University's year report* how the funds have been spent. Quantitative monitoring will primarily rely on *data from ESI*, the university's internal source. ESI's data, which covers overall well-being and well-being-related variables, enables monitoring at the faculty level. This data will be reviewed over a two-year period to capture long-term changes.

Also at *sector level*, student welfare is monitored. In the *biennial* Mental Health and Resources is asked about, among other things, the indicators how students experience social support from the institution (1) and whether they receive help or advice from anyone within the institution (2). *UNL* and the *VH* report on these monitor results on a sector level aggregated on their website (institutions are not separately identifiable).

Trimbos Institute's institutional report will serve as a secondary source, providing additional insights at an *institutional level* as compared to a national benchmark. This data of the Monitor Mental Well-being is collected *bi-annually*. The next report will be available in winter 2025-26.

In addition, an *interim evaluation* will be conducted by an *external party in 2025*. This party monitors via an implementation monitor which *actions* educational institutions take (institutions are questioned about which implementation choices were made, and why) and what their effects are on their students. The interim evaluation pays attention to the experiences and involvement of students in the implementation of the framework, for example through student associations and participation. The Ministry of Education, Culture and Science is the client of the interim evaluation. Student organisations and education umbrella organisations are involved. The interim evaluation is intended for learning and serves as a benchmark for the framework as a whole. The central question is what the education umbrella organisations, National Framework for Student Welfare 2023-2030, student organisations and the Ministry can learn from the first implementation years for the next five years. *In 2030*, the *final evaluation* will take place.

7. Budget

The action plan will be financed through the funds made available by the Ministry of Education, Culture and Science. These funds have been allocated for the years 2023-2030.

In order to receive the funds in the coming years, the activities of the University of Groningen should contribute to the four goals mentioned in the national framework (in Dutch: 'landelijk kader studentenwelzijn'), see section 2.2.

Moreover, the UG has an effort commitment and has to implement the national framework student well-being together with students. This action plan is based on both the vision of the UG and the national framework. As stated in paragraph 6 the UG has to report on the spending of the budget in the university's year report. Besides, both the funds and the national framework itself will be evaluated by an external party in 2025 and 2030.

As drafted in section 5 the budget of 2024 will be mainly spent on the programme team and projects of implementation phase 1 (study advisor professionalisation, communication, teacher professionalisation). Autumn 2024 we will come back to the Education Council, Board and University Council with a plan and budget proposal for 2025. The faculty subsidy will start in 2025. Preparations will be made in 2024.

We will save the remaining 2023 budget for the coming years, when we have a more detailed plan for all actions.

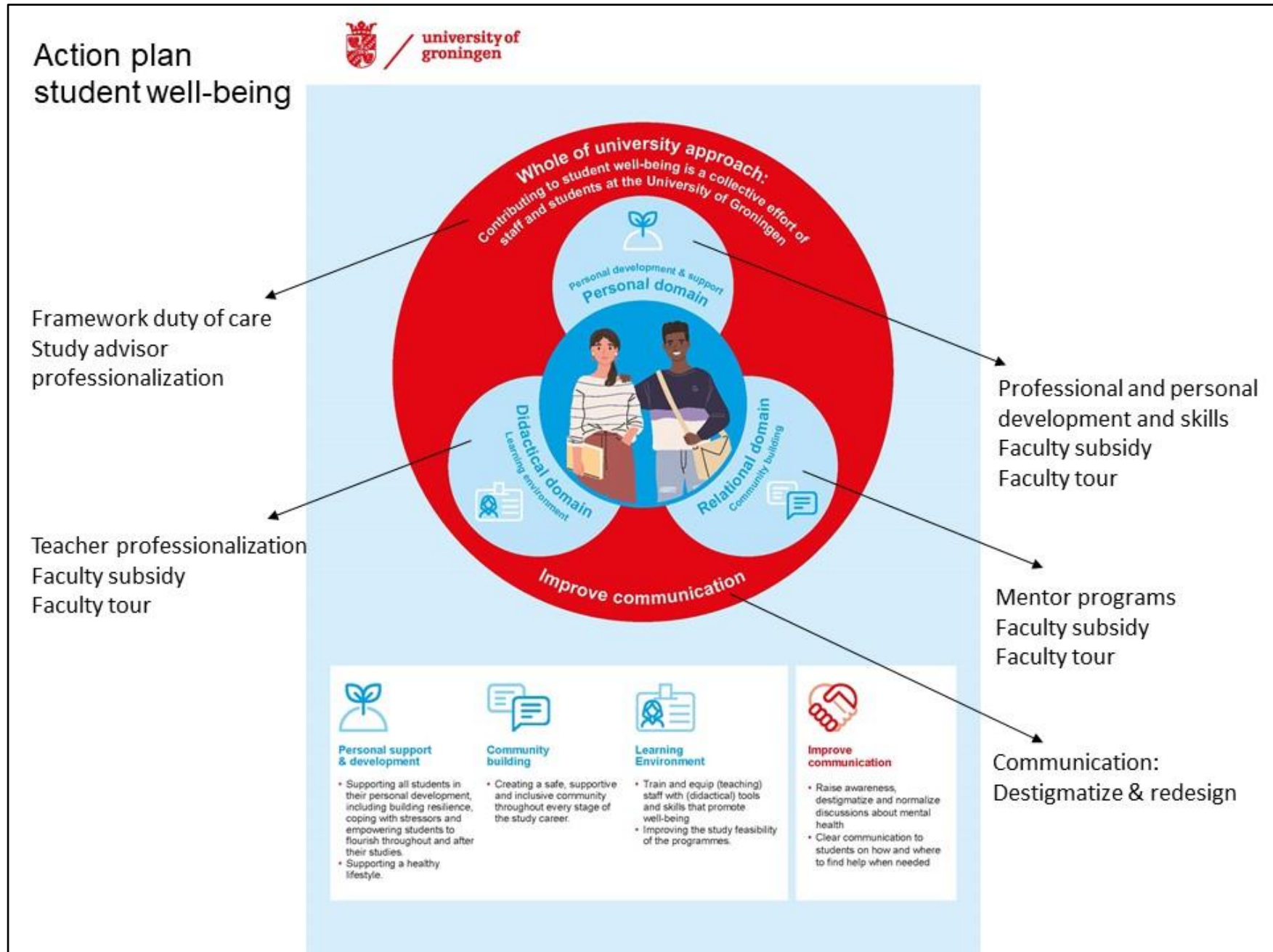
The budget for new initiatives should fit within the guidelines National framework and UG vision on student well-being. Budget will be allocated after assessment by the governing group: e.g. project 'Akkoord van Groningen' (Fran Palokaj).

Please note that faculties will not be asked to financially contribute to the programme until the end of 2030. However, they are expected to take part in the programme and work on contributing to student well-being as described in the vision on student well-being, which has a university-wide approach.

Appendix 1 - UG vision on student well-being



Appendix 2 - UG vision on well-being and the action plan



Appendix 3 - Programme organisation

Programme organisation

