Appendix study programme: Horticulture and Business Management / Tuinbouw en Akkerbouw

Section 1 - Nature and scope of these regulations

Article 12.1.1 Terms and Definitions

Relation between the Horticulture and Business Management study programme and the "Tuinbouw en Akkerbouw" study programme: The Horticulture and Business Management study programme is an English-language variant of the "Tuinbouw en Akkerbouw" study programme. The differences are limited to substantive focal points and details. Both programs have the same CROHO no. 34868.

Article 12.1.2 Nature and scope of these regulations

This appendix has been established in accordance with article 7.13 (WHW) and applies to both the study programme Horticulture and Business Management and "Tuinbouw en Akkerbouw". Only when differences are used in the regulations, this is explicitly stated in this appendix. This supplementary appendix therefore applies to students registered at the Horticulture and Business Management and the "Tuinbouw en Akkerbouw" study programme and to persons who have applied to register to one of the programs, in accordance with article 1.1.2.

Article 12.1.3 Determination regulation

1. This study programme-specific elaboration of the general provisions applies to the 2021-2022 academic year. The regulation will be affective on September 1, 2021.
2. If the OER 2021-2022 is not yet ready on September first 2021, the OER 2020-2021 will stay affective until the OER 2021-2022 has come into effect.
3. The OER (1 + 2) associated with the relevant academic year applies to test and examination results for the education given in previous academic years.

Section 2 - Admission

Article 12.2.1 Admission requirements

1. To be admitted to the Horticulture and Business Management or "Tuinbouw en Akkerbouw" study programme prospective students must be in possession of one of the following qualifications:

   Students with a Dutch diploma (TA & HBM):

   - HAVO: Profile 'Natuur en Techniek'
     Profile 'Natuur en Gezondheid'
     Profile 'Economie en Maatschappij' with chemistry
   - VWO: Profile 'Natuur en Techniek'
     Profile 'Natuur en Gezondheid'
     Profile 'Economie en Maatschappij' with chemistry
   - MBO: level 4, strongly advised with mathematics and chemistry, both on a minimum level 6, and/or a Young Professionals programme at HAS University of Applied Sciences

   Students with a non-Dutch diploma (only HBM):

- Secondary school diploma, equivalent to the Dutch HAVO diploma or higher, with the final-year subject English, mathematics and chemistry included. The level of the admission diploma is always assessed after the HAS has received a complete application form. Practical (work) experience is useful but not mandatory.
- The minimum required entry level of the English language is the equivalent of level B1 of the Common European Language Framework.
    - In the case of a HAVO of VWO diploma, a final exam result of 6 (or higher) is recommended.
    - MBO students are strongly advised to ensure their level of English meets the minimum required B1.

  In any case, the level of English has to become clearly stated in the motivation letter drawn up by the student.
- Prospective students with a non-Dutch diploma, who's preliminary education was not (completely) in the English language, have to submit proof of their English language proficiency (in accordance with the Dutch Code of Conduct International Students in Higher Education – Bachelor level) by providing one of the following certificates:
    - IELTS (preferred) Academic programme: 6.0 (overall band score)
    - Cambridge ESOL Certificate B2
    - TOEFL Internet-based test: 70
- *Specific requirements for British students:*
    - GCSE in at least 4 subject (grade A-C) and GCE with at least 2 subjects in advances subsidiary level (in 6 different subjects. Specific requirements: Mathematics and Chemistry should be at least GCSE level.
    - BTEC level 3 National Extended Diploma (sector Land-based and Environment)
- *Specific requirements for German students::*
    - German students are admitted if they have been awarded their 'Abitur'.

2. Because the background of students with a MBO diploma is very diverse, prospective students of MBO programs can be invited for an intake interview. Admission advice will follow after this interview.
3. In some cases, prospective students with VWO diploma, biology in their curriculum and a horticultural or arable farm at home (or otherwise relevant practical knowledge) can start directly in year 2. To apply, they can request an intake interview, after which an admission advice is given by the study advisor.
4. All prospective students have to fill in an online motivation form. In addition, the prospective student is strongly advised to attend at least one open day or orientation day. If there are any queries arising or doubts about the student's expectations, they will be invited for an intake interview by the study advisor.
5. Any course deficiencies necessary for entry must be remedied with a sufficient grade before the start of the study programme. HAS offers courses in mathematics and chemistry to help students who have not yet passed these subjects.

Article 12.2.2 Admissions review 21-plus

1. Dutch prospective students aged 21 or older, who do not meet the admission requirements referred to in article 12.2.1, can request an admission assessment (in accordance with article 1.2.2 of the general provisions).
   The criteria for the admissions assessment for this study programme are:
   - Knowledge at HAVO final exam level of mathematics, chemistry, Dutch and English
   - Deficiencies corrected sufficiently prior to the start of the programme.
   - Communication and teamwork skills

   The assessment for admittance is based on information compiled and supplied by the student in advance (portfolio). This portfolio demonstrates that they possess the relevant basic knowledge and skills for admittance. Based on this portfolio, prospective students will be invited for an admissions interview with both a senior lecturer from the study programme and the student adviser.

Section 3 - Study programme

Article 12.3.1 Final qualifications, knowledge and skills

1. The study programs Horticulture and Business Management (HBM) and “Tuinbouw en Akkerbouw”(TA) are strongly committed to the entrepreneurs in the agro-food sector, who invest personally as farmers, traders, consultant or plant breeders and are attempting to find their way among these sometimes competing forces. Our vision is characterised by the conviction the leading businesses of the future can be distinguished by their technical innovation, consumer focus, an international outlook and a broad orientation towards cooperation with businesses inside and outside their own supply chain. These are the areas on which HBM and TA has based its study programme.
2. The study programmes HBM and TA strongly identifies with the primary production sector (both open and protected cultivation), based on Dutch situation and developments. We teach our students to become entrepreneurs, managers or advisers in this sector. In addition, this study focuses on supply, sales and the periphery and also educates students for careers in plant breeding, cultivation research, trading, logistics and the processing industry.
3. The final qualifications belonging to these careers, were for the HBM and TA study programme determined jointly by the Universities of Applied Sciences who offer these Bachelor courses and specified in a national study profile (NSP) . The NSP – Horticulture & Arable Farming was also discussed extensively with the professional field and finally set in 2020 by the Sector Advice Commission (SAC) of the Netherlands Association of University of Applied Sciences' and were published (in Dutch) on their website. This NSP also ensures connection of the study programmes with the Dublin descriptors and the HBO-standard.
4. A summary of the final qualifications can be found in tables 12.1 – 12.3. For each qualification, the knowledge and skills are indicated by a description, keywords and student attitude. The study programme is designed to ensure that at graduation a student has completed all final qualifications at a minimum Level 2. In the chosen specialisation profile, Level 3 has to be attained. The standard graduation specializations, including associated final qualifications, are included in table 12.4. Table 12.5 provides a description of the 3 different levels.
5. Value orientation, Sustainability, Entrepreneurship, Internationalization and Talent orientation are terms that HAS University of Applied Sciences uses to give meaning to the development of skills and attitudes of all HAS students.

Table 12.1. Final qualifications National study profile Horticulture & Arable Farming

Final qualifications Horticulture & Arable Farming	Description
Managing plant-based production	Graduates are capable of managing plant-based production because they can apply current scientific and practical plant horticultural knowledge to enable optimum and efficient performance of the cultivation process, paying due attention to sustainability, whilst being capable of implementing the most recent technological developments in the production process. They can monitor the process using efficient analysis and presentation of available data from the production process. They can design the production process to take into account and exceed legal requirements for quality and sustainability demanded by all the stakeholders involved.
Business in the agri-food sector	Graduates are capable of considering and taking responsible business decisions, whether risky or otherwise, based on assessment of possible developments in the sector and within legal and societal constraints. They are capable of selecting and implementing business strategies, recognising opportunities and turning them into viable business cases or innovations in the business process, either individually or as a collaboration. These

	opportunities may be product or market oriented, economic, societal and/or technological. They take decisions based on business intelligence and with the broad support of stakeholders.
Managing in the agri-food sector	Graduates are capable of devising a viable operational business plan for a primary sector business or another business in the supply chain or its periphery so that conscious thought is given to the organisation of the production of plant-based processed or unprocessed products or goods or the organisation of services and the design of logistic flows (goods, information, data models). The operation business plan includes well-substantiated financial planning and control. Graduates are equipped to perform long-term and operational management of a business in a healthy, safe and sustainable manner, paying attention to quality, work conditions and the environment. They supervise employees and projects and manage change processes.
Researching in the agri-food sector	Graduates demonstrate that they are capable of designing and performing applied research, independently or in a team. This research is aimed at solving complex and practical issues for businesses and organisations in the plant-based production sector and its periphery. The graduate does this in a methodical manner, making use of modern technology and/or equipment. The research is preceded by a thorough specification of the research question and a literature review. They carry out interim adjustments effectively, arrive at usable results after reliable analysis of data and bring the project to a conclusion in a professional manner.
Consultancy in the agri-food sector	Graduates demonstrate that they are capable of translating the client or client group's problem into a clear definition of the problem or business analysis, based on thorough personal knowledge and efficient use of various media and research literature. They show that they can collaborate with the client to search for possible solutions, so that tailor-made recommendations can be devised, presented and discussed. They are capable of identifying with the client and of focussing on their interests, but also of challenging the client's beliefs if that is in the client's own interests. They can communicate clearly, convincingly and in a business-like manner in several relevant languages.
Trading and marketing in the agri-food sector	Graduates demonstrate that they are capable, in a focussed manner, of designing a viable strategic marketing or export plan for a business in the supply chain in the national and international sector, so that conscious thought is given to the organisation of trading, logistics or marketing of goods, goods flows or the organisation of services, making financial consequences visible. In this case, trading and marketing should have a global aspect, taking into account cultural and policy-related differences.
Acting independently	Graduates manage their own performance and development and ensure that they remain abreast of the latest developments in terms of knowledge and skills, including those related to sustainability, ethical dilemmas and socially-accepted norms and values. They maintain networks with stakeholders and are capable of innovation, thinking in terms of systems, thus enabling them to integrate innovations and new technology into the existing local environment. They can collaborate in intercultural or international teams, which may be multidisciplinary. The graduate has a mindset based on trends and developments in a rapidly changing society (outside-in approach). They demonstrate a proactive attitude, aware of local needs, breaking through barriers and are able to filter and assess the value of information.

Table 12.2. Body of Knowledge National study profile Horticulture & Arable Farming

Themes	Concepts
Soil, substrates and fertilisation	Soil fertility and soil resistance, root system, soil cultivation, weed control, substrate types, fertilisation, signs of deficiency and excess, crop rotation, water quality and quantity
Sector knowledge	Product knowledge, organisation of primary production, trading companies, supply chain, trends.
Crop management	Plant physiology, anatomy, morphology, knowledge of plant varieties and categories, plant hormones, horticultural planning, propagation materials, controlling plant growth with cultivation techniques, physiological processes and problems, irrigation, plant assessment, application of growth models, decision support systems, data systems
Technology and application of robots	Horticultural systems, mechanical engineering, water systems, mechanisation, automation, application of robots, sensors
Climate and energy	Influence of the climate on plants, reducing the CO2 footprint, interaction of climatic factors, meteorology
Plant breeding	Crossing schemes, varieties, selection, hybridisation, molecular plant breeding, tissue culture, genetics
Crop protection	Plant pathology (all organisms), IPM, crop protection methods, pest and disease prevention, plant resilience, functional agrobiodiversity, soil resilience, weed recognition, role of climate on pests and PPP
Quality	Post-harvest technology and physiology, certification, quality requirements and criteria, tracking & tracing
Sustainable developments	Water management, energy management, circular mindset, people & planet & profit, systems thinking, sustainable production systems
Research	Qualitative and quantitative research, statistics, experimental design, observation, measurement, analysis, reaching conclusions, applying data, data-based decision-making
Data management	Data storage, data analysis, business intelligence, management reporting
Supply chains and logistics	Agrifood supply chains, supply chain management, agri-logistics, physical distribution, materials management, post-harvest technology
Marketing	Strategic marketing, marketing models, market research, marketing plan
Policy and law	National and international agricultural policy, types of companies, tax legislation, subsidy options, agricultural law
Business Plan	Investments, profitability, business case analysis, cost calculations, risk management
Management	Export, financial management, expenses, personnel
Business administration and organisational behaviour	Organisational forms, organisational culture, HRM, quality assurance systems

Table 12.3. Body of Skills National study profile Horticulture & Arable Farming

Category	Specific skills
Entrepreneurial skills	Decision-making, outside-in approach, risk management, networking
Research skills	Formulating research questions, writing a research proposal, literature review (using scientific literature in English), designing research, making observations, testing, analysing, reporting and presentation skills
Innovating	Creative thinking, gaining broad support for innovations, making technical analyses, implementation plan, communication plan
Consultancy skills	Specification of the research question, carrying out advisory consultations, drawing up consultancy reports, providing feedback
Management skills	Supervising, organising, gaining broad support
Specific IT skills	Excel, Word, PowerPoint, Big Data tools
Laboratory skills	Microscope, diagnostics, chemical analysis, sterile working practices
Skills for working in open fields	Crop scouting, applying fertiliser, applying PPP, soil and crop observation and registration, collecting data
Project skills	Meeting skills, working in the cloud, planning, collaboration
Purchasing and sales skills	Negotiating, sales conversations
Communication skills	English, intercultural communication
Soft skills	Reflection, ethical thinking and conduct, political insight, smartly dressed

Table 12.4. Specialisation profile HBM and TA

Graduation specialisation	Final qualifications, level 3 has to be attained
Global Trade & Business Management	3. Managing in the agri-food sector 6. Trading and marketing in the agri-food sector 7. Acting independently
Cultivation & Technology	1. Managing plant-based production 2. Business in the agri-food sector 3. Managing in the agri-food sector 5. Consultancy in the agri-food sector 7. Acting independently
Applied Plant Research	4. Researching in the agri-food sector 5. Consultancy in the agri-food sector 7. Acting independently
Top-class Business Programme	2. Business in the agri-food sector 3. Managing in the agri-food sector 6. Trading and marketing in the agri-food sector 7. Acting independently

Table 12.5. Levels final qualifications

Level final qualifications	Description
Study competent Level 1 (basic – gives right to foundation year certificate)	*The student has knowledge of basic terminology in the professional field.* *The student understands the basic principles of the relevant theory in the professional field.* *The student has mastered the basic skills required to perform within the professional study programme.* *The student has developed basic knowledge and skills and can apply these in a simple learning environment, under supervision.*
Advanced Level 2 (gives right to participate in the graduation programme - specialisation, internship and professional assignment)	*The student has a sound knowledge of important terminology in the professional field.* *The student understands important principles of the relevant theories in the professional field.* *The student has mastered the skills required for working within the professional field.* *The student has developed their knowledge and skills for the final qualifications described such that they are capable of working independently in a well-defined area within the field of study or professional field.* *The student is capable of recognising relationships between the different concepts, principles and skills within the professional field and to apply these in a project.*
Professional Level 3 (right to diploma with specialization)	*The student has a sound knowledge of relevant terminology in the professional field of their specialisation. The student can apply relevant theories within the professional field of their specialisation in order to formulate hypotheses and theories during research and innovation.* *The student has mastered the relevant skills required for working as a professional within the professional field of their specialisation.* *The student has developed the knowledge and skills required for the final qualifications described for their study profile/specialisation, such that they are capable of working independently in a complex environment within the field of their specialisation and can therefore contribute to innovative developments.* *The student is capable of recognising relationships between the different aspects of their professional field and to apply their knowledge and skills in a multidisciplinary project environment.*

Final qualification 7 ***'Acting independently'*** must be attain at level 3 (professional) by all students.

Article 12.3.2 Study programme

1. **Vision.** The study programme is primarily technically-oriented (i.e. focused on plants and cultivation), but constantly keeping the market and business models in mind. It qualifies students for the world of work or further study and turns them into responsible citizens of the world. Our graduates have to be able to work in an international context, either in the Netherlands or abroad. To help develop our students' talents in this direction means we have to inspire them and try to challenge them, offer them choices and give them increasing amounts of responsibility.
2. **Structure.** Contact time is on average 15-25% of the total study time, depending on courses and study year. The remaining time is intended for the independent execution of assignments, projects and self-study. The content of the education is based on the final qualifications Horticulture & Arable farming (NSP – Art. 12.3.1).
3. **Design.** The study programme consists of a four-year programme consisting of a propaedeutic year (the first academic year) and the 'engineer' phase lasting three years. Students can attain 60 credits (ECTS) for each academic year. Each academic year consists of two semesters or four terms, in which education is offered in courses. The course descriptions are summarized below. Extensive course descriptions can be found in the participation system and are also part of this TER.
4. **Foundation year.** The education of the HBM and TA study programme is divided into 4 terms of 10 weeks in the first year of study. Within these terms, education is offered in the following courses:

Term	Cours code	Cours name (content)	ECTS
1-1	TA1411 / HB1411	Dwars door de keten / Horticultural sector *(orientation on the agricultural sector - specific the top sectors)*	6
	TA1412 / HB1412	Plant en omgeving / Plant and environment *(introduction to: tissues and cells, plant kingdom, assortment, breeding, propagation, soil and plant health)*	8
1-2	TA1403 / HB1404	Plant en cel / Plant and cell *(introduction to: plant structure and development - cell morphology and cell physiology of tissues and cells, genetics and photosynthesis)*	8
	TA1404 / HB1404	Economie en bedrijf / Economics and business *(introduction to: entrepreneurship, business and corporate finance, Excel, interview, reporting and ethics)*	6
1-3	TA1405 / HB1405	Plant en groei / Plant and growth *(photosynthesis of plants (also in a crop), effect of hormones, plant nutrition, life cycles of beneficial and harmful organisms)*	8
	TA1406 / HB1406	Marketing en communicatie / Marketing and communication *(market exploration, consumer behavior, market segmentation, product, distribution, price and promotion policy, folder / leaflet and pitching in English)*	6
1-4	TA1409 / HB1409	Oriëntatiestage 1 / Orientation internship 1 *(4 weeks internship at agricultural production company, company description)*	7
	TA1410 / HB1410	Oriëntatiestage 2 / Orientation internship 2 *(4 weeks internship at an agricultural production company, sector description)*	7
1,2,3,4	TA1408 / HB1408	Studie en carrière 1 / Personal and professional development 1 *(Introduction, training activities, training, tutoring)*	4
Total			**60**

5. **Second year.** The second year adds more depth and is focused on application of knowledge. The education is organised into 4 terms of 10 weeks. Within these terms, education is offered in the following courses:

Term	Cours code	Cours name (content)	ECTS
2-1	TA2401 / HB2401	Ondernemen en markt / Entrepreneurship and market *(business plan, starting a business, entrepreneurial qualities, sales, financial results)*	6
	TA2402 / HB2402	Teelt en planning / Horticulture and planning *(soil and fertilization, cultivation technique (open field / protected cultivation), crop protection and crop protection plan, experimental design and statistics)*	6
2-2	TA2403 / HB2403	Ketens en management / Supply chain management *(Supply chain, chain information, sales strategy, collaboration, logistics, food safety and waste, quality, storage and certification)*	6
	TA2404 / HB2404	Teelt en techniek / Horticulture and technology *(analyze technical applications within a real company, improvement plan)*	6
2-3	TA2405 / HB2405	Bedrijf en management / Business and management *(business processes, entrepreneurship, management, data processing)*	6

	TA2406	Cultivation research (Engelstalig – gelijk voor beide opleidingen) *(Main topics: statistics, breeding, (in vitro) multiplication of a vegetatively multiplicated crop and fertilizing)*	6
2-4	TA2410 / HB2410	Future farming 1 / Future farming 1 HBM *(Innovative cultivation systems, circular agriculture, biobased economy, Big data, green health, nutrition and health and sustainable development goals)*	6
	TA2411 / HB2411	Future farming 2 / Future farming 2 HBM *(Creating a future image for a company based on current and future developments and innovations for a self-selected sector)*	6
1,2,3,4	TA2409 / HB2409	Teeltproject / Cultivation project *(Cultivation off and research on a self-chosen and planted crop)*	8
1,2,3,4	TA2408 / HB2408	Studie en carrière 2 / Personal and professional development 2 *(My graduation plan, training activities, training courses, student counselling)*	4
Total			**60**

6. **Year 3 & 4.** In the third and fourth year students have the opportunity to specialise themselves individually and to gain practical experience in accordance with the educational vision Flexible & Adaptive education (Art.1.3.2.)
   a. The elaboration of Flexible & Adaptive education for HBM and TA is divided into five parts (see Table 12.6).
   b. Prior to the graduation phase, each student determines his desired graduation programme as a graduation plan (My graduation phase plan). Choosing standard programs, these only have to be discussed with the coach. For non-standard programs, in addition to consulting the coach, an approval from the Examination committee is necessary.
   c. In the fourth year, the graduation program consists of the components “Specialisation” and “Professional Assignment”. This includes an integral (Oral) assessment on relevant final qualifications at a professional level (level 3)
   d. During year 3 & 4, the student spends a minimum of 15 ECTS abroad, with a maximum of 60 ECTS. Foreign experience means an internship, specialization or minor outside abroad the country of origin. For HBM students, at least one internship in the Netherlands is mandatory.

Table 12.6. Study programme year 3 & 4

Part	EC	Requirements
Internship(s) *(practical experience at an organization in the Netherlands or abroad)*	30 EC	Year 1: 60 EC Year 2: 40 EC
Free choice *(for example extra internship, minor at HAS or externally, abroad)*	30 EC	Year 1: 60 EC Year 2: 40 EC
Graduation specialisation (Choice – see table 12.4 for standard options)	30 EC	Year 1: 60 EC Year 2: 40 EC Year 3 & 4: 1x internship
Beroepsopdracht / Professional assignment *(real-life assignment from the professional field)*	28 EC	Year 1: 60 EC Year 2: 40 EC Year 3 & 4: 60 EC
Studie en carrière 4 / Personal and professional development 4 *(Study activities, training, study coaching)*	2 EC	
Total	120 EC	

7. Every student has, contrary to the standard programs of the study programme, the opportunity to follow parts of the graduation phase at another study programme at HAS or at another HBO or WO institution. These can be specific subjects, graduation projects, a master class or a fourth-year specialization. These choice(s) must be in line with the ambitions described in the graduation plan (My graduation phase plan).
    a. When students choose one of the minors at the HAS within the 30 EC free space, this always complies with the standard programs (no further permission required).
    b. Other deviations from the standard programs must always be submitted directly to the Examination Committee. The committee can grant or withhold its consent with reasons

Article 12.3.3 Tests and Examination

1. The study programme consists of courses that are usually subdivided into 'assessment units'. The study programme makes use of a wide range of assessment methods that are all aimed at attaining the final qualifications.
2. Each course coordinator needs to be appointed as examiner for his/her course. Also, other examiners can be deployed within a course, for expertise and reliability.
3. The course coordinator is ultimately responsible for the testing process within the course, thus ensuring that the learning objectives, the construction of the tests, the assessment of the performance and determining the test results all take place as agreed.
4. The following principles apply to the design of tests:
    - individual tests are based on the learning objectives predefined within the course;
    - the content and form of the test is in line with education and required learning activities;
    - assessment criteria for the test are predetermined;
    - the student may only be tested on the command of material (subjects) and skills (levels) that may have been acquired in previous education.
    - The language of the test questions (NL or EN) is the language in which the test questions must be answered.

Article 12.3.4 Assessment

1. The description of each course in the course manual contains a test matrix setting down the following:
    a. The assessment elements in the course;
    b. The associated type of test, type of assessment (individual or group assessment) and the form of assessment for each assessment element;
    c. The way in which the result will be noted for the course, based on the individual test results (including the weighting of the various parts);
    d. The resit options for each assessment element (other than the standard resit options for written exams, i.e. in the next period and the next year).
2. Further elaboration of assessments and methods of feedback to the student on assessment is described in the document "Assessment Plan for Horticulture and Arable Farming".
3. Within a course, compensation of test results is possible in accordance with article 1.5.1.
4. The study programme has determined that for each exam a student is entitled to a resit once a year in the event of an unsatisfactory assessment.
5. For the study programme HBM and TA, compensation of exam results between courses is not possible. All courses are required to be passed successfully, in accordance with article 1.5.1 and WHW art. 7.12b paragraph 3.

Section 4 - Exemptions

Article 12.4.1 Exemptions

1. Individual course exemptions can be granted to a student, according to article 1.4.5. The student can submit a request for this to the Examination Board.
    a. A request for an exemption for a course of the graduation programme is not allowed
    b. The student must demonstrate that the learning objectives of the relevant courses have been acquired elsewhere. Previously obtained certificates or diplomas can serve as proof.
    c. If no credential evaluation report, authenticated certificate or diploma is available, the student has to present evidence collected in a portfolio.
    d. The Examination committee makes, based on the certified certificate/diploma and/or assessment report(s) of a team of assessors, a decision if the exemptions will be granted. The exemption decision shows which courses of the total study program of 240 ECTS the student still has to follow. This determines the remaining study programme.
2. In order to be included in the exemption request, private courses taken elsewhere must be completed before the enrolment as a student.

Section 5 - Facilities

Article 12.5.1 Facility regulation

1. Students who believe they are eligible for facilities for administrative or organizational activities relevant to their study programme, may submit a facilities request. For general facilities, a maximum of 4 ECTS study credits (112 study hours) can be accrued for the courses TA1408 / HB1408, TA2408 / HB2408 en TA4408 / HB4408. This may include activities for:
    a. A student association (e.g. k.s.v. Gremio Unio, Alpha or International Student Association)
    b. The university council
    c. the university
    d. the study programme
    e. the programme committee.

Section 6 - Provisions

Article 12.6.1 Student support

1. Each student has a personal coach (academic consultant) for the duration of their studies at the HAS. Coaching focus primarily on the student's personal development. In the event of special personal circumstances, the coach is the first point of contact.
2. Students can approach the student advisor with questions about planning their studies.
3. The student advisor also supports in their choice of study and provides information on the study programme to prospective students, parents and school careers advisers.
4. For support on practical issues, students can access the following HAS services:
    a. **Study programme office** - questions about the organisation of course activities, absence due to illness, the exam commission, field trips, internships, career orientation days etc.
    b. **Student affairs** - questions about enrolment, participation in the study programme and assessment, the processing of marks, study grants and deregistering due to terminating studies or on graduation, etc.

c. **International office** - questions about practical issues concerning foreign internships such as insurance, visa and work permits, study grants, housing abroad, subletting rooms in ‘s-Hertogenbosch, language courses, partner institutions abroad and scholarships.

5. Special circumstances
   a. **Internationale students** - a separate, additional introduction session is held to make practical arrangement such as residence permits, opening a bank account, buying a bicycle, etc. They are also offered a social programme to familiarise them with living and studying in Den Bosch.
   b. **Studie+** HAS University of Applied Sciences is eager to give students with disabilities the greatest possible chance of following and completing their chosen course successfully. The objective of the Study-plus policy (for students with a disability) is to increase the accessibility of education, reduce study delays, and safeguard the efficient and effective provision of resources. More information can be found in the latest version of the student statute.