

Name

Viaa Christian University of Applied Sciences

Description

Viaa is a public university of applied sciences, based in Zwolle, the Netherlands

Facilities and Services

Viaa offers quality bachelor and master education in the fields of Nursing, Social Work, Primary Education

Contact Information

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Admission Procedures

For Dutch students: 1. Application via Studielink 2. Check Admission Requirements 3. Submit Required Documents

Programme	Course Title	Description	ECTS	Year of Study	Assessment Methods	Language of instruction and assessment
Nursing	Foundation Semester 1	The Foundation Semester is an introductory course for Nursing students. It provides a clear overview of the nursing profession and focuses on developing basic knowledge, skills, and a professional attitude. Overall, it lays a strong foundation for the four-year nursing program.	12	1	Theoretical test Presentation Case study test Assignment	Dutch
Nursing	Foundation Semester 2	The Foundation Semester is an introductory course for Nursing students. It provides a clear overview of the nursing profession and focuses on developing basic knowledge, skills, and a professional attitude. Overall, it lays a strong foundation for the four-year nursing program.	12	1	Theoretical test Presentation Case study test	Dutch
Nursing	Long-term Care	The Long-Term Care course focuses on supporting individuals with ongoing care needs across a wide range of conditions and age groups. It prepares nursing students to work in various healthcare settings and emphasizes guidance, social inclusion, and improving daily life quality for patients.	9	1	Theoretical test Portfolio Reports (2)	Dutch
Nursing	Practical Learning Level 1	The program emphasizes practical learning, allowing students to demonstrate their development as nurses. In the Foundation Semester, students prepare for internships by creating an action plan and exploring key nursing concepts like the Neuman Systems Model, clinical reasoning, and Evidence-Based Practice. These topics are applied and practiced through assignments during practical training.	17	1	Competency assessment Report	Dutch
Nursing	Skills Test Level 1		5	1	Practicum	Dutch
Nursing	Personal and Professional Development Level 1	The Personal and Professional Development (PPO) component of the Nursing program spans all four years. Students are assigned a dedicated PPO teacher in year 1, who supports them throughout the program. Formal PPO lessons occur in years 1 and 2, while years 3 and 4 focus on individual guidance without structured classes.	2	1	Report	Dutch
Nursing	Intensive Care	During this module, the patient who requires intensive care is the main focus. The student will learn how to guide the patient and their loved ones throughout the process of intensive care provision, and how to anticipate new care challenges that may arise during this process. It will become apparent that a next step is expected from the student in terms of independence, study discipline, depth of knowledge, and the ability to switch between different patients, care categories, and care needs.	12	2	Theoretical test Portfolio Case-based assessment	Dutch
Nursing	Practical Learning Level 2	The program emphasizes practical learning, allowing students to demonstrate their development as nurses. In the Foundation Semester, students prepare for internships by creating an action plan and exploring key nursing concepts like the Neuman Systems Model, clinical reasoning, and Evidence-Based Practice. These topics are applied and practiced through assignments during practical training.	15	2	Competency assessment Report	Dutch
Nursing	Personal and Professional Development Level 2	The Personal and Professional Development (PPO) component of the Nursing program spans all four years. Students are assigned a dedicated PPO teacher in year 1, who supports them throughout the program. Formal PPO lessons occur in years 1 and 2, while years 3 and 4 focus on individual guidance without structured classes.	2	2	Report	Dutch
Nursing	Skills Test Level 2		5	2		Dutch
Nursing	Preventive Care	From Illness and Care to Behavior and Health refers to a shift toward reducing dependence on healthcare and empowering individuals to take control of their own lives and health. This journey began in the Foundation Semester. In this module, the student will reflect on that starting point and continue the conversation about Preventive Care. The student will explore topics such as self-management by the patient, the use of various support networks surrounding the client, and critical thinking about preventive forms of care. The student will become familiar with different types of preventive nursing interventions and social care practices. The care settings and care categories in this module vary, ranging from vulnerable older adults to patients in their first months of life, and from institutional care to	15	2	Theoretical test Report (2) Presentation Case-based assessment	Dutch
Nursing	Acute Care	This module focuses on the care for people who require immediate assistance. As in previous modules, this perspective is applied to a broad group of patients or clients, since acute situations can arise in any nursing setting. Responding quickly to aggression, severe depression, bleeding, or a heart attack is crucial. If the nurse reacts appropriately and recognizes the right signals, this can significantly contribute to effective treatment. Throughout this module, a wide range of acute issues will be addressed using case studies.	10	2	Theoretical test Report (2)	Dutch
Nursing	Nursing Calculations		1	2	Test	Dutch
Nursing	Practical Learning Level 3	The program emphasizes practical learning, allowing students to demonstrate their development as nurses. In the Foundation Semester, students prepare for internships by creating an action plan and exploring key nursing concepts like the Neuman Systems Model, clinical reasoning, and Evidence-Based Practice. These topics are applied and practiced through assignments during practical training.	24	3	Competency assessment Report	Dutch
Nursing	Skills Test Level 3		4	3		Dutch
Nursing	Personal and Professional Development Level 3	The Personal and Professional Development (PPO) component of the Nursing program spans all four years. Students are assigned a dedicated PPO teacher in year 1, who supports them throughout the program. Formal PPO lessons occur in years 1 and 2, while years 3 and 4 focus on individual guidance without structured classes.	2	3	Report	Dutch

Nursing	Practical Learning Level 4	The program emphasizes practical learning, allowing students to demonstrate their development as nurses. In the Foundation Semester, students prepare for internships by creating an action plan and exploring key nursing concepts like the Neuman Systems Model, clinical reasoning, and Evidence-Based Practice. These topics are applied and practiced through assignments during practical training.	23	4	Competency assessment Report	Dutch
Nursing	Graduation Project	This module focuses on assessing research capability through a professional advisory product. This advice is formulated as an (evidence based) response to a practical problem or question arising from professional practice (Lambregts, Grotendorst, Van Merwijk, 2016). In other words, it concerns the substantive and methodological development of a proposal for improvement, possibly including the implementation and evaluation of that improvement. Elements of the research cycle are applied for this purpose, which requires research capability.	30	4	Report	Dutch
Nursing	Miscellaneous credits (1)		3	4		Dutch
Nursing	Miscellaneous credits (2)		2	4		Dutch
Nursing	Personal and Professional Development Level 4	The Personal and Professional Development (PPO) component of the Nursing program spans all four years. Students are assigned a dedicated PPO teacher in year 1, who supports them throughout the program. Formal PPO lessons occur in years 1 and 2, while years 3 and 4 focus on individual guidance without structured classes.	2	4	Report	Dutch
Social Work	Building a Frame of Reference	This module helps you explore the profession for which you are being trained. Workplace visits and guest lectures provide insight into everyday practice, while lectures on the history and societal role of social work help you understand current social and church based work. The module supports reflection on your motivations, experiences, and professional interests, helping you clarify what kind of professional you want to become and how your programme prepares you for the field.	2	1	Report	Dutch
Social Work	Orientation & Observation	In this module, you learn the difference between everyday observation and professional observation. You explore how your mood and personal opinions can influence your observations and how you can manage this to some extent. After completing this module, you will be able to contribute to a shared problem definition concerning a client or a social issue, in which observation serves as an important source of information. You learn to distinguish facts from personal interpretations and are able to justify your interpretations and make recommendations through	2	1	Test	Dutch
Social Work	Living together in the Netherlands	This module explores how residents can contribute to solving issues of safety and liveability, focusing not only on their needs but also on their strengths and potential. Active citizenship is central, influenced by the actions of government and organisations. The module combines theory and practice. You learn key concepts from the social sciences and apply them in a practical assignment by conducting a neighbourhood analysis, engaging directly with residents to understand their lived experience and link theory to practice at micro, meso, and macro levels.	5	1	Report Test	Dutch
Social Work	(Daring to) Ask Questions	This course is part of the Practice & Innovation learning track. You find a practical setting in which you take part in volunteer type activities, focusing on being part of a work environment rather than working methodically as in an internship. You learn to observe practice, ask professional questions, and explore how and why work is done. Through lectures and practical assignments, you develop professional observation skills, clear communication, and basic academic writing and referencing skills, laying the foundation for further work on argumentation and presentation skills.	5	1	Report	Dutch
Social Work	Introduction to Methodical Work	In Social Work practice, you regularly encounter situations that require change. Intuition alone is not enough; you need to learn to work methodically: planned, systematic, and goal oriented. This course introduces agogics, the study of change in a desired direction. You learn why methodical practice is important and how to apply it, focusing on change at individual, group, organisational, and societal levels. The emphasis is on both understanding and practical application.	2	1	Test	Dutch
Social Work	Group Dynamics in Collaboration	Group dynamics is the study of how people behave in (small) groups. Everyone lives and works together with others in groups, and a social worker is expected to recognise and influence group dynamics as part of professional practice. You will learn about theories of group dynamics, stages of group development, and different forms of communication within groups. Connections are also made to your own learning and work experiences. In short, alongside learning to work with groups in a methodical and structured way, collaboration within groups is a central focus.	2	1	Test	Dutch

Social Work	Human Existence	This module brings together various perspectives that focus on the question: Who or what is the human being? This question is explored from both the perspective of general psychology and (theological) anthropology. The course focuses on developing a Christian view of the human person in relation to the student's future profession. Psychological approaches are examined and integrated with faith based principles to develop a holistic (Christian) understanding of humanity. Key questions addressed include: How do you view yourself? How do you view human beings in general? And how do you view people in a helping professional	5	1	Test	Dutch
Social Work	Motivational Interviewing	Within the module Motivational Interviewing, you learn the do's and don'ts of conducting a professional conversation, the goals of an initial interview, and which skills can be used to achieve these goals. You gain insight into the psychological foundations of interviewing and practice these skills with classmates and actors to develop practical experience.	2	1	Report	Dutch
Social Work	Parenting in Development	This course focuses on development and upbringing. It begins with lectures on the different stages of human life: (young) children, adolescents, adults, and older people. Attention is given to development in each life stage, specifically the key developmental tasks within these phases. The course then shifts its focus to upbringing and education. It explores how upbringing influences the development of children, and conversely, how children's development affects upbringing. Various aspects of parenting are discussed, such as different parenting styles and how these influence children's development.	5	1	Test	Dutch
Social Work	Study & Career Development	This course runs throughout the entire study programme and supports students in three areas: study skills, career development, and professional development. Students learn how to study effectively, explore whether the programme and future profession suit them, and develop reflective skills to prepare for professional practice. Competences are central to the curriculum and show what is needed to enter the professional field. Throughout the programme, students reflect on which competences they are developing and why these are relevant.	3	1	Report	Dutch
Social Work	Conceiving an Idea	This course unit is part of the Practice & Innovation learning track and builds on the previous modules Building a Frame of Reference and Daring to Ask Questions. You have developed a frame of reference from which you have learned to observe. You have been part of a practical setting, observed it, and critically examined it. Connections may have emerged between what you see and what you would like to see, leading to questions such as: "Could this be done differently?" This course focuses on how to generate ideas and develop them into proposals for innovation or improvement—in short, how to turn an idea into a concrete innovation proposal. This is also referred to as how to innovate or how to be innovative.	6	1	Report	Dutch
Social Work	Selling your Idea	The final course unit in the Practice & Innovation learning track focuses on how to sell an idea. This naturally requires verbal and non verbal persuasion skills, as addressed in earlier modules. However, it goes beyond that: selling an idea also requires the ability to set goals, identify stakeholders, design targeted actions, and exert influence within networks of relationships in order to create a foundation in which your idea can take root and has a chance of being implemented. These steps (where you act with influence and maintain direction) are central to this course unit. Its aim is to support your development from an engaged aspiring professional into an innovative and influential professional.	5	1	Report	Dutch
Social Work	Diversity	This module explores what is considered normal or deviant, healthy or unhealthy behaviour - key questions in social work. You reflect on your own attitudes when working with people who are perceived as different and learn to develop an open, professional approach. Topics include cultural differences, psychopathology, sexual and religious diversity, as well as social perceptions, ethics, and philosophical reflections on diversity. Through lectures and practical assignments, theory is linked to everyday life and professional practice, with continuous reflection on your own views and behaviour.	5	1	Test	Dutch
Social Work	Network-based practice	Society is rapidly changing, with a growing focus on participation and self reliance. In health and social care, this means greater attention to the social networks of people with support needs, such as family, friends, and neighbours, and how these networks can help address problems. This module explores the role, possibilities, and limits of social networks in supporting clients, including when professional help remains necessary. Through lectures and practical sessions using case studies, you learn social network methods to activate, strengthen, or build networks, and gain insight into how organisations work with these approaches in practice.	3	1	Report	Dutch

Social Work	Personal Team Development part I	These modules focus on developing your professional attitude as well as your communication and collaboration skills. As a social worker, you often function in groups and teams. These may include groups of clients, students, or community members you work with, as well as teams of colleagues you collaborate with. You may work <i>with</i> a group or <i>within</i> a group. In the first year, you meet weekly with a fixed group of students to explore what has surprised, moved, or intrigued you. Through collaboration, you learn about your own role and about how the group or team functions. The theory of group dynamics (the study of behaviour in small groups) is central to these modules. The modules are spread across the four study periods as follows: PTD I in period 1, PTD II in periods 2 and 3, and PTD III in period 4.	2	1	Report	Dutch
Social Work	Personal Team Development part II	These modules focus on developing your professional attitude as well as your communication and collaboration skills. As a social worker, you often function in groups and teams. These may include groups of clients, students, or community members you work with, as well as teams of colleagues you collaborate with. You may work <i>with</i> a group or <i>within</i> a group. In the first year, you meet weekly with a fixed group of students to explore what has surprised, moved, or intrigued you. Through collaboration, you learn about your own role and about how the group or team functions. The theory of group dynamics (the study of behaviour in small groups) is central to these modules. The modules are spread across the four study periods as follows: PTD I in period 1, PTD II in periods 2 and 3, and PTD III in period 4.	3	1	Report	Dutch
Social Work	Personal Team Development part III	These modules focus on developing your professional attitude as well as your communication and collaboration skills. As a social worker, you often function in groups and teams. These may include groups of clients, students, or community members you work with, as well as teams of colleagues you collaborate with. You may work <i>with</i> a group or <i>within</i> a group. In the first year, you meet weekly with a fixed group of students to explore what has surprised, moved, or intrigued you. Through collaboration, you learn about your own role and about how the group or team functions. The theory of group dynamics (the study of behaviour in small groups) is central to these modules. The modules are spread across the four study periods as follows: PTD I in period 1, PTD II in periods 2 and 3, and PTD III in period 4.	1	1	Report	Dutch
Social Work	Professional Core Reflection	In this module, you will learn to participate in the (learning) team and to work purposefully on contributing either yourself or supporting the contribution of others. Attention is given to your own communication behavior, the underlying factors influencing it, and the group processes that take place, along with the associated theory and interventions. At the same time, you will work intensively in smaller groups on your professional attitude. You will do this by linking your own learning themes to theory, reflecting on them, and allowing yourself to be questioned about them.	2	2	Report	Dutch
Social Work	Professional Core Reflection II	In this module, you will learn to participate in the (learning) team and to work purposefully on contributing either yourself or supporting the contribution of others. Attention is given to your own communication behavior, the underlying factors influencing it, and the group processes that take place, along with the associated theory and interventions. At the same time, you will work intensively in smaller groups on your professional attitude. You will do this by linking your own learning themes to theory, reflecting on them, and allowing yourself to be questioned about them.	2	2	Report	Dutch
Social Work	Managing a Project	In the first year (propaedeutic phase), you learned how to formulate an improvement proposal from an idea and how to present it effectively. But what should you do when you are actually given the opportunity to implement that proposal? In the educational unit Managing a Project (which also includes leadership and entrepreneurship), you will learn how to develop and implement your idea using a project-based approach. You will learn how to lead colleagues, clients, or any other stakeholders involved. This course is part of the methods learning track. To gain practical experience, you will participate in a simulation game.	3	2	Report	Dutch
Social Work	Human Beings, Culture & Religion	This educational unit provides insight into and contributes to awareness of: developments and transitions in culture and society, various world religions, cultural-anthropological themes, culture-philosophical topics, and forms of appropriate intercultural communication. The main objective of this educational unit is to develop sensitivity toward and gain insight into other cultures and religions, in order to better understand one's own culture and religion. It also aims to raise awareness of how one's own culture and religion influence and shape thinking, feeling, and behavior. In this respect, this educational unit is characterized by a strong hermeneutic approach. It is therefore an important part of the mission of this unit to increase students' hermeneutic awareness in the field of religion and culture, alongside enhancing their competence in intercultural communication.	5	2	Test	Dutch

Social Work	Research	In this educational unit, competencies are acquired that lead to responsible, innovative practice within the field of the social worker/theologian. This is achieved through four main objectives: you are able to create a research proposal that meets the requirements of Van de Donk and Van Lanen (2019). You conduct preliminary research using sources from practice and relevant (English) literature. You demonstrate that you are able to operationalize a problem statement into an appropriate measurement instrument. You also show that you are capable of collecting and performing a basic analysis of data. The educational unit Research will partly overlap with your internship, where you will be required to carry out part of the research. Assessment consists of a research report that you submit at the end of the year. To support these practical assignments, both lectures and tutorials	8	2	Report	Dutch
Social Work	Development & Psychopathology	Development and Psychopathology covers attachment theory, psychopathology, family sociology, and orthopedagogy. You learn about secure vs. insecure attachment, common disorders (e.g. anxiety, personality disorders), their causes and treatment, and family influences from sociological and pedagogical perspectives. The course includes 10 lectures and 4 smaller group sessions to practice with the theory. It is part of the Theory & Vision track and focuses on knowledge acquisition.	5	2	Test	Dutch
Social Work	Poverty & Debt counselling	In this module, we focus on issues related to poverty and scarcity—common challenges you will encounter in practice. This makes the module essential for future social workers. Because it is part of the PI track, it takes a practical approach, reflected in the assignments. There are many developments in debt counseling, including changing perspectives influenced by insights from neuroscience on behavior shaped by scarcity and poverty. The aim is that, after completing this module, you will have a solid foundation to support and advise people living in poverty, particularly on issues related to debt and debt relief.	3	2	Report	Dutch
Social Work	Professional Core Reflection III	In this module, you will learn to participate in the (learning) team and to work purposefully on contributing either yourself or supporting the contribution of others. Attention is given to your own communication behavior, the underlying factors influencing it, and the group processes that take place, along with the associated theory and interventions. At the same time, you will work intensively in smaller groups on your professional attitude. You will do this by linking your own learning themes to theory, reflecting on them, and allowing yourself to be questioned about them.	2	2	Report	Dutch
Social Work	Law	Law helps answer practical and ethical questions you will encounter as a social worker, from family law to liability. The course also explores when legal rules feel unfair and how to deal with ethical dilemmas in practice. It is a 5 ECTS course focused mainly on self-study, supported by 14 classes with lectures and case discussions. The exam is multiple choice with theory and applied cases.	5	2	Test	Dutch
Social Work	Parenting Support & Prevention	This course unit is specifically planned for students following the Youth specialization. In the Social Work program documentation, youth care is divided into four professional contexts: Support and Development, Prevention, Youth Care, and Youth Protection/Probation Services. The course unit Parenting Support and Prevention focuses primarily on the first two contexts. Topics covered include educational, media, and family pedagogy; the pedagogical civil society; different educational perspectives; theories of parenting; youth cultures; children's rights; youth healthcare; and various parenting interventions and dilemmas. This course unit is part of the Theory & Vision learning pathway, with a strong emphasis on acquiring and developing knowledge.	5	2	Test	Dutch
Social Work	Youth Care, Protection & Probation	This course unit is specifically designed for students following the Youth specialization. In the Social Work programme, youth services are divided into four professional contexts: Support and Development, Prevention, Youth Care, and Youth Protection/Youth Probation Services. The course unit Youth Care, Youth Protection, and Youth Probation Services focuses primarily on the latter two contexts. Topics include psychopathology, youth protection and probation services, family law, legal frameworks, disciplinary law, the General Data Protection Regulation (GDPR), the Dutch Youth Act, and youth policy. This course unit is part of the Theory & Vision learning pathway, with a strong emphasis on acquiring knowledge.	5	2	Test	Dutch
Social Work	Family Interventions	In this course unit, students develop conversation skills for working with families using the solution-focused approach. The focus is on three key skills: collaborating with different family members, engaging both informal and professional support networks, and identifying practical starting points for change. Through practice and reflection, students strengthen their methodological skills for working with individuals and families.	3	2	Report	Dutch

Social Work	Complex Youth Care	This course unit is specifically designed for students following the Youth specialization and builds on the course unit Youth Care, Youth Protection, and Youth Probation Services. It focuses on applying knowledge in practice, with particular attention to domestic violence, complex divorces, psychopathology, and prioritizing interventions when multiple problems occur simultaneously. This course unit is part of the Methods learning pathway and emphasizes the development of practical	3	2	Report	Dutch
Social Work	Colourful Society	A Social Welfare and Community professional works with people from all walks of life. Few work environments are as dynamic as community social work teams and outreach services. While every client is unique, the diversity among clients and their support systems is often even greater in neighbourhoods and, especially, in larger cities. As a professional, you will encounter a wide range of population groups and be faced with diverse support needs and life situations. This raises an important question: how do you work effectively with such diversity?	5	2	Test	Dutch
Social Work	Inclusive Society	An inclusive society is one in which everyone can participate, regardless of age, ability, or background. The course explores themes such as social exclusion, participation among people with a migration background, community health and well-being, situations in which participation is challenging, and a critical perspective on participation itself. It also examines how social well-being can be strengthened through collaboration with sectors such as energy, arts, and culture, with a particular focus on promoting social cohesion and community connectedness.	5	2	Test	
Social Work	Multi-Methodical Social Work	A common saying in Social Work is that you are your own instrument. This is certainly true, as you always bring yourself into your professional practice. At the same time, it is important to have a well-equipped toolbox of methods and approaches, and this course unit is designed to help build that toolbox. We believe it is essential for Social Welfare and Community students not only to have a strong theoretical foundation but also to be capable practitioners. Therefore, the course combines theoretical knowledge with practical application, allowing students to develop both their understanding and their professional skills.	3	2	Report	
Social Work	Outreaching Work	The Care profile in Social Work focuses on connecting with people's everyday lives and the potentially challenging situations they may face. While support may be provided at the individual level, attention is always given to environmental factors within the person's network and the wider community. In this sense, a social worker in Social Welfare and Community primarily acts as a connector, bringing together individuals, volunteers, and professionals. Throughout the programme, students are introduced to various methodologies that enable interventions at different levels. For example, Community Development focuses on neighbourhood-level initiatives, while Strengths-Based Practice demonstrates how psychosocial support can empower individuals and promote citizenship, participation, and self-determination.	3	2	Portfolio	
Social Work	Supervision	In the third year of the program, learning in practice is central. Supervision is an important part of this. Supervision is a method of guidance focused on two aspects: developing your professional skills (task- and career-oriented) and strengthening your ability to direct your own learning in practice. A key element is in-depth reflection. Supervision usually takes place in a small group of three students with one supervisor.			Report	Dutch
Social Work	General Frameworks & Methodology	This introductory course unit within the Care specialization of the Social Work programme provides an overview of key client groups, including older adults, people with mental health conditions, intellectual disabilities, addictions, and individuals involved in forensic care. Students learn how to support people facing complex or long-term challenges by offering hope, promoting motivation, and providing appropriate support. The course covers topics such as motivational interviewing, psychoeducation, managing challenging behaviour, collaboration with professionals and informal caregivers, and the organization and funding of care services. It also explores issues of inclusion, exclusion, stigma, acceptance, and identity, helping students understand how to support clients in achieving well-being and participation in society.	4	2		Dutch
Social Work	Care for Elderly Persons	This course unit equips Social Work students with a range of methods and tools for working with older adults, while also encouraging them to develop their own perspective on ageing, health, and professional practice. The course is based on the belief that opportunities for growth and personal development continue throughout later life, despite increasing limitations. Students explore the importance of social networks, life stories, meaning-making, and empowerment in supporting older adults' well-being, independence, and quality of life. The course also examines the role of technology in elderly care, including its potential to reduce loneliness and social isolation. Throughout the unit, the emphasis is on approaching older adults with dignity, respect, and a strengths-based perspective rather than focusing on problems or limitations.	4	2	Report	Dutch

Social Work	Care for Persons with an Intellectual Disability	This course unit within the Care profile, Care for People with Intellectual Disabilities, focuses on supporting individuals who require long-term assistance in multiple areas of life. Students learn how to provide person-centred support to people with complex needs, including intellectual disabilities combined with mental health, addiction, or social challenges. The course emphasizes self-determination, quality of life, individualized care planning, collaboration with families and professionals, and evidence-based practice, helping students support clients in leading meaningful and fulfilling lives.	4	2	Report	
Social Work	Care for Persons with Mental Illnesses	This course unit introduces a recovery-oriented perspective in mental health care. Drawing on the experiences of researcher and service user Dr. Wilma Boevink, it emphasizes the importance of understanding people's life stories rather than focusing solely on diagnoses. Recovery is presented as a process of making sense of personal experiences, reclaiming ownership of one's story, and finding meaning beyond mental illness. Students explore how professionals can support clients by asking not only "What is wrong?" but also "What has happened to you?".	4	2	Report	Dutch
Social Work	Miscellaneous: Professionalisation Year 2					Dutch
Social Work	Talent Development in Practice I		7	2		Dutch
Social Work	Talent Development in Practice II		7	2		Dutch
Social Work	Practical Research	In practice-based research, you investigate a professional issue at your internship placement, either individually or in a group. Unlike the second year, which focused on collecting and analyzing data through the empirical cycle, the third year emphasizes contributing to practice through the regulatory cycle (problem analysis, diagnostic research, and evaluation). Your research should be relevant to your internship organization while also considering its value and contribution to the wider professional field.	12	3	Report	Dutch
Social Work	Miscellaneous: Professionalisation Year 3	The student may decide how to use this free-choice component. The chosen activities must contribute to their professional development and should therefore be justified in relation to the professional competencies. This is documented in a written report. The free-choice component can be fulfilled through relevant work activities, attending additional lectures, conducting literature research, or participating in conferences. The format is flexible, and students are free to decide when they complete these credits, regardless of where they appear in the study program.	4	3	Report	Dutch
Social Work	Foundations of Social Work	In this module, you will explore the foundations of social work, learn to identify its core values, understand the importance of multiple scientific perspectives in social work practice, and become familiar with the philosophy of science. You will also learn to identify, analyze, address, and advocate for social issues in a systematic way with various key stakeholders. In addition, the module provides extensive attention to social casework, social group work, and community development, thereby establishing a broad foundation for professional social work practice.	5	3	Report	Dutch
Social Work	Literary Review Research	This course unit is entirely focused on independent literature study conducted by the student. The results are documented in a written report. The literature study is worth 8 ECTS credits and runs throughout the third-year curriculum, beginning with an introductory lecture in the first semester. Each study period allocates 2 ECTS credits (56 hours) to this activity. Through this process, students develop the skills to locate relevant information, read and analyze academic literature, reflect critically on it, and present their findings in a well-structured literature review. The Literature Study course is part of the Practice & Innovation learning pathway. It contributes to the development of research competencies by requiring students to formulate relevant research questions and learn how to search for, find, read, evaluate, and apply scientific sources, including research findings. Students assess these sources for their relevance and currency and are ultimately asked to reflect theologically on the literature they have	8	3	Report	Dutch
Social Work	Professionalisation profile Youth	The student may decide how to use this free-choice component. The chosen activities must contribute to their professional development and should therefore be justified in relation to the professional competencies. This is documented in a written report. The free-choice component can be fulfilled through relevant work activities, attending additional lectures, conducting literature research, or participating in conferences. The format is flexible, and students are free to decide when they complete these credits, regardless of where they appear in the study program.	7	3	Report	Dutch
Social Work	Professionalisation profile Care	The student may decide how to use this free-choice component. The chosen activities must contribute to their professional development and should therefore be justified in relation to the professional competencies. This is documented in a written report. The free-choice component can be fulfilled through relevant work activities, attending additional lectures, conducting literature research, or participating in conferences. The format is flexible, and students are free to decide when they complete these credits, regardless of where they appear in the study program.	7	3	Report	Dutch

Social Work	Competency Development	The Competency Development course unit teaches students to work methodically using the Competency Development Methodology. Students gain knowledge of its theoretical foundations and develop practical skills through training and exercises. This strengths-based approach focuses not only on problems but also on positive behaviour and existing capabilities. It aims to motivate individuals by building on their strengths rather than their limitations. Central to the methodology is the development of social and cognitive skills needed for everyday life at home, school, work, and leisure. Based on principles from learning theory and developmental psychology, competence enhancement has been shown to help young people and parents function more effectively in daily life.	3	3	Report	Dutch
Social Work	Systemic Thinking	In this course unit, the foundation is laid for your development as a systems-oriented youth care professional. Systems theory serves as the main theoretical framework, helping you understand child and family development within the context of their relationships and social networks. The course promotes the belief that individuals can mobilize their strengths in collaboration with others, enabling positive change and growth within families. A key principle is that essential information and resources are already present within the client system. Students learn to apply systems theory to cases from their own internships while developing the attitudes and skills required for systems-based practice through exercises and collaboration with fellow students.	3	3	Report	Dutch
Social Work	Community Work	This course unit contributes to your understanding of the key themes of connection and activation. It also increases your knowledge of services and resources within your professional field by exploring the social map, including formal and informal networks, community resources, and key contacts within organizations and networks. In addition, you will be challenged to develop creative, collective solutions to individual issues arising from your workplace or internship. The course encourages creative thinking and problem-solving. Through assignments linked to your internship and research, you will be challenged to develop innovative responses to emerging social issues in a changing society. This is achieved by studying community work methods, creative approaches, and practical examples from professional practice.	3	3	Report	Dutch
Social Work	Strengths-Based Practice	This course unit focuses on supporting people in disadvantaged situations who may have lost control over their lives and may be hesitant to accept help. Using the Strengths-Based Practice methodology, students learn how to encourage, challenge, and support clients in rebuilding hope, strengthening self-regulation, and promoting active citizenship. The course also addresses how to implement strengths-based practice within teams and organizations.	3	3	Report	Dutch
Social Work	Care for Persons with Addictions/Forced Care	This course unit focuses on working with people in forensic care and addiction services, many of whom face restricted freedom, social exclusion, or complex personal challenges. Students explore the impact of addiction, involuntary care, stigma, and reintegration into society, as well as the legal frameworks that shape this field. The course develops practical skills such as de-escalation, managing aggression, and applying the Strengths-Based Practice (Krachtwerk) methodology. It also encourages students to reflect on their own values, attitudes, and professional role when supporting people who may face resistance, marginalization, or involvement with the justice system.	3	3	Report	Dutch
Social Work	Working in/with Groups	This course unit is part of the Care specialization and focuses on working with client groups in care and support settings. Students learn how group processes can contribute to individual development and well-being, and how to create a positive group climate. Through practical exercises and case studies, students develop skills in leading group discussions, managing conflicts and challenging behaviour, strengthening group cohesion, and organizing group activities. The course also encourages reflection on personal learning goals and professional development in both educational and workplace settings.	3	3	Report	Dutch
Social Work	International Context: Profile Youth	In this course, we want to introduce you to the practice of health and welfare in a foreign context. You will find that the professional development has evolved differently, influenced by social and societal factors that have played a role, the socio-political relations, the economy, et cetera. This teaches you to view your own situation in a different context, to put things in perspective, to appreciate and criticize. This attitude is suitable to a Social Worker with an innovative orientation.	3	4	Report	Dutch
Social Work	Professionalization: Profile Welfare		3	4		Dutch
Social Work	International Context: Profile Welfare	In this course, we want to introduce you to the practice of health and welfare in a foreign context. You will find that the professional development has evolved differently, influenced by social and societal factors that have played a role, the socio-political relations, the economy, et cetera. This teaches you to view your own situation in a different context, to put things in perspective, to appreciate and criticize. This attitude is suitable to a Social Worker with an innovative orientation.	3	4	Report	Dutch

Social Work	International Context: Profile Care	In this course, we want to introduce you to the practice of health and welfare in a foreign context. You will find that the professional development has evolved differently, influenced by social and societal factors that have played a role, the socio-political relations, the economy, et cetera. This teaches you to view your own situation in a different context, to put things in perspective, to appreciate and criticize. This attitude is suitable to a Social Worker with an innovative orientation.	3	4	Report	Dutch
Social Work	My Professional Identity: Profile Welfare	This educational unit is the final stage of your Social Work degree, in which you create a professional profile portfolio and complete a competency-based interview. You must demonstrate that you can integrate all 11 Social Work competencies into your practice, reflect on your development as a Social Worker, justify your professional actions using theory and evidence, and show that you can work independently at bachelor level. Successful completion of both the portfolio and interview is required to graduate and receive your diploma.	7	4	Report	Dutch
Social Work	My Professional Identity: Profile Care	This educational unit is the final stage of your Social Work degree, in which you create a professional profile portfolio and complete a competency-based interview. You must demonstrate that you can integrate all 11 Social Work competencies into your practice, reflect on your development as a Social Worker, justify your professional actions using theory and evidence, and show that you can work independently at bachelor level. Successful completion of both the portfolio and interview is required to graduate and receive your diploma.	7	4	Report	Dutch
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Teacher Training for Primary Education	Basic Knowledge in Bible Education	This educational unit helps students refresh and strengthen their knowledge of key Bible stories in preparation for teaching Bible lessons in Christian primary schools. It serves as an entry-level assessment, allowing students to identify and fill gaps in their knowledge, while encouraging personal engagement with the meaning and value of the Bible stories.	1	1	Test	Dutch
Teacher Training for Primary Education	Development of Math Skills in Children	This educational unit explores how children's mathematical thinking and skills develop, and how teachers support and guide that development during math lessons. You will learn how children acquire mathematical understanding through active practice and discover what makes an effective math lesson or learning activity for children.	1	1	Test	Dutch
Teacher Training for Primary Education	Science & Technology 1	This educational unit is the first step in a learning pathway focused on inquiry-based teaching within world orientation subjects such as geography, history, science, and technology. You will learn about the importance of fostering children's curiosity and explore the didactics of Inquiry and Design-Based Learning (IDL) through both theory and practical experience. As this approach is used throughout the teacher education program, the unit provides essential knowledge and skills that will be revisited and built upon in later years of study.	1	1	Assignment	Dutch
Teacher Training for Primary Education	Presentation	This educational unit focuses on developing the presentation and communication skills that are essential for teachers. Teaching involves constantly presenting information to children, parents, and others involved in the school, adapting your language and approach to your audience, and communicating in an engaging and effective way. You will learn how strong presentation skills contribute to successful teaching, including the use of digital tools when appropriate. Through preparing reports, presentations, and stories, as well as evaluating the work of fellow students, you will gain insight into effective communication techniques and how to improve them through practice and reflection.	1	1	Assignment	Dutch
Teacher Training for Primary Education	Practical in Education Field level 1a	This educational unit combines learning and practice in a placement school. You will gain hands-on experience in teaching, observing, and researching, while being supported by a Workplace Coach (WPC). Through collaboration between Viaa and partner schools, you will develop your teaching skills in a real educational setting.	8	1	Assignment	Dutch
Teacher Training for Primary Education	Development of the Child	This educational unit focuses on understanding children and their development, which is the foundation of effective teaching. You will learn how children grow and learn throughout primary school, why development differs between children, and how teachers can support that development. By connecting theory with observations and experiences from your placement school, you will develop a deeper understanding of both children and your own growth as a future teacher.	3	1	Test	Dutch
Teacher Training for Primary Education	Personal and Professional Development	This educational unit, Personal and Professional Development (PPD), focuses on your personal growth in relation to the teaching profession. Through reflection, inquiry, and self-directed learning, you will develop into a self-aware teacher who understands their strengths, values, and motivations. The goal is to help you build personal mastery: the ability to teach and learn with confidence, authenticity, and purpose.	4	1	Assignment	Dutch

Teacher Training for Primary Education	Mathematics: Whole Numbers	This educational unit builds on the mathematics knowledge gained in the first block by focusing on the learning progression of whole numbers from Group onwards. You will explore how children develop their understanding of counting, quantities, and calculations with whole numbers, including negative numbers. Through three sessions, you will deepen your understanding of teaching and learning mathematics involving whole numbers.	1	1	Test	Dutch
Teacher Training for Primary Education	Language & Mathematical Skills	This educational unit focuses on strengthening your own language and mathematics skills, which are essential for success in teacher education. You will complete two assessments: the Cito-Wiscat mathematics test and the higher education language proficiency test. Passing both assessments earns you 1 ECTS credit, which is required for progression to the second year of the program. The unit is designed to help you build and maintain a strong foundation in these core skills.	1	1	Test	Dutch
Teacher Training for Primary Education	Basic Skills in Arts Education	This educational unit helps you develop the skills needed to teach the arts subjects of drama, dance, music, and visual arts in primary school. By building your own confidence and abilities in these areas, you will be better able to support children in expressing themselves creatively and developing their artistic talents. The classes are taught by specialist arts educators who share their expertise in each discipline.	2	1	Assessment	Dutch
Teacher Training for Primary Education	Spelling Didactics	This educational unit focuses on teaching Dutch spelling in primary school. You will learn how the Dutch spelling system works, how children learn to spell, how to give effective spelling instruction, and how to support students who struggle with spelling.	1	1	Test	Dutch
Teacher Training for Primary Education	Designing Education	This educational unit focuses on didactics, the art of teaching. You will learn how to design and deliver effective lessons by considering children's needs, learning goals, teaching methods, and your own educational vision. The unit covers lesson planning, setting learning objectives, understanding how children learn, and applying educational psychology in practice. You will also learn subject-specific teaching strategies, such as teaching mathematics, language, history, geography, Bible stories, and music.	3	1	Test	Dutch
Teacher Training for Primary Education	Professional Knowledge in Arts Education	This educational unit introduces Arts and Cultural Education in primary schools. You will learn how children explore art, culture, and cultural heritage through activities such as music, drama, drawing, and crafts. The unit focuses on helping children appreciate artistic expression, develop creativity, and express themselves through different art forms. You will build the subject knowledge and skills needed to teach drama, music, drawing, and arts & crafts effectively in primary education. This foundation will be expanded in the second year, including dance education, so that you can support children's artistic and cultural development with confidence.	3	1	Test	Dutch
Teacher Training for Primary Education	Using the Digital Learning Environment	This educational unit focuses on using digital technology in education, including tools such as touchscreens and emerging technologies like robots, programming, and virtual reality. The central question is how the rapidly evolving digital world can enhance and support your teaching. You will explore a variety of digital tools and learn how to integrate them effectively into classroom practice. Assessment is based on a portfolio, in which you demonstrate the learning outcomes through evidence such as videos, lesson observations, presentations, reflections, blogs, and other relevant materials.	1	1	Portfolio	Dutch
Teacher Training for Primary Education	A Powerful Learning Environment	This educational unit focuses on creating a powerful learning environment that motivates and engages children. Building on your experience of getting to know children and teaching lessons, you will explore how the classroom, school, and wider environment can support learning through meaningful, stimulating activities. You will learn how to design learning environments that connect with children's interests, talents, and different ways of learning, while also meeting curriculum expectations. The goal is to create meaningful contexts in which children can apply their knowledge and understand its relevance, while developing your own understanding of how people learn best.	3	1	Assignment	Dutch
Teacher Training for Primary Education	Bible Education	This educational unit focuses on activating and strengthening students' knowledge of key Bible stories in preparation for teaching Bible lessons in Christian primary schools. The Bible plays a central role in Christian education, both as a source of inspiration and as the foundation of religious education. Students are expected to have basic knowledge of important Bible stories. For those who need it, the unit also provides an opportunity to build this knowledge. As an entry-level assessment, it helps ensure that all students reach the required level. The unit encourages students to engage personally with the meaning and value of Bible stories and their presentation of God.	2	1	Test	Dutch
Teacher Training for Primary Education	Practical in Education Field level 1b	This educational unit combines learning and practice in a placement school. You will gain hands-on experience in teaching, observing, and researching, while being supported by a Workplace Coach (WPC). Through collaboration between Viaa and partner schools, you will develop your teaching skills in a real educational setting.	8	1	Assignment	Dutch

Teacher Training for Primary Education	Early and Technical Reading	This educational unit focuses on learning to read and write, one of the primary school's most important responsibilities. Reading skills are essential across all subjects, and the foundations of literacy are established in the early years, particularly in Grade 1 (Group 3), when children learn the principles of the written language system. You will study how children learn to read, how literacy develops in kindergarten, and the different approaches to reading instruction. The unit also covers technical reading skills in the upper primary grades and prepares you to understand and support children who experience reading difficulties.	1	1	Test	Dutch
Teacher Training for Primary Education	World Orientation 1	This educational unit introduces the subject area of World Orientation, which combines geography, history, and science & technology. These subjects help children understand the world around them, including concepts of space, time, and their environment. Building on the Inquiry and Design-Based Learning (IDL) approach introduced in the Science & Technology unit, you will learn how to use inquiry-based teaching methods within these subjects. The focus is on connecting learning to children's own experiences and interests, while developing your subject knowledge and creating engaging, discovery-based learning	2	1	Assignment	Dutch
Teacher Training for Primary Education	Professional Knowledge in Writing Education	This educational unit focuses on handwriting skills and handwriting instruction. You will learn how to teach children handwriting in a structured way, support them in developing their own personal handwriting style, and recognize the different stages of handwriting development. The unit also covers assessing handwriting, encouraging children to write, and identifying and addressing handwriting difficulties. In addition, you will work on improving your own teacher handwriting, demonstrating clear and effective writing on paper, whiteboards, and smartboards. The lessons are spread across four blocks to give you sufficient time to practice and develop your handwriting skills.	1	1	Test	Dutch
Teacher Training for Primary Education	Mathematics, Ratios & Fractions	This educational unit focuses on ratios, fractions, decimals, and percentages, and how children learn to understand and use these concepts in everyday life. Children encounter proportional reasoning from a young age through situations involving size, scale, quantity, money, discounts, and measurements. You will learn how these mathematical concepts are connected and how to teach them effectively in primary school. The unit emphasizes the relationships between ratios, fractions, decimals, and percentages, while also exploring how they are used in real-world contexts. As these topics are often challenging for children, you will learn how to introduce them in engaging and meaningful ways that support understanding and participation.	1	1	Test	Dutch
Teacher Training for Primary Education	Personal and Professional Development 2	This educational unit continues the Personal and Professional Development (PPD) program from the first half of the year. Through teacher-led sessions and learning group meetings, you will continue working on your Personal Mastery as a future teacher. The unit outlines the activities and expectations for the semester, emphasizing preparation and active participation. It also supports you in developing your portfolio, through which you demonstrate that you have achieved the required level in all aspects of Personal Mastery by the end of the academic year.	4	1	Assignment	Dutch
Teacher Training for Primary Education	Understanding Primary Education	This educational unit takes a school-wide perspective on primary education. As a future primary school teacher, you will explore how schools are organized, how educational content is determined, and what children are expected to learn. You will also examine the characteristics of Christian primary education, identifying how a school's values and beliefs are reflected in daily practice. Through inquiry and reflection, you will learn to ask important questions about education and investigate them systematically.	3	1	Assignment	Dutch
Teacher Training for Primary Education	English in Primary Education	This educational unit focuses on English in primary education. Although English has become increasingly important in Dutch primary schools, it is often given limited attention and taught only when there is spare time. The unit highlights the value of introducing English at an early age, helping children develop language skills that are increasingly important in today's globalized society.	1	1	Assignment	Dutch
Teacher Training for Primary Education	Physical Education	This educational unit focuses on physical education for young children. You will learn how young children develop movement skills and how teachers can create meaningful activities that encourage and support this development. The unit explores what motivates young children, which movement activities fit their developmental stage and interests, and how to stimulate their physical growth effectively. It also encourages you to reflect on your own experiences, knowledge, and beliefs about physical education, helping you develop your personal vision of teaching movement and physical activity in early childhood education.	2	1	Assignment	Dutch
Teacher Training for Primary Education	Mathematic Skills (bachelor level)	This module focuses on developing your maths skills to at least Year 8 level, so you can confidently teach and compete with the best pupils. Regular practice, supported by your lecturers, will help you improve and enjoy teaching maths more.	1	1	Test	Dutch

Teacher Training for Primary Education	Physical Education for Young Children	In the first year of the teacher-training programme, you learned to organise physical education lessons for young children, including group activities and differentiation. This learning unit builds on those skills by focusing on individual children's movement behaviour. You will learn to observe children systematically, identify how to support their development, and formulate clear learning objectives. The aim is to strengthen your didactic and subject-specific competences.	1	2	Assignment	Dutch
Teacher Training for Primary Education	World Religions	The subject Religious and Philosophical Traditions or World Religions focuses on the major religions and belief systems that, alongside Christianity, are prominent in our society. Primary school teachers must be able to deal with religious and cultural differences and give this subject an appropriate place within Christian education. The subject connects with citizenship education and intercultural education. In the lessons, we will mainly focus on teaching this subject in Christian schools and on the content of the four major non-Christian religions. As part of their teaching placement, students will design a series of lessons that meets certain requirements.	1	2	Test	Dutch
Teacher Training for Primary Education	Language Education	Children's literature opens the door to different worlds, situations and emotions. In this learning unit, you will learn how to use children's books to enrich language lessons and other subjects. You will also reflect on language education and design engaging lessons using materials from teaching methods and other sources.	2	2	Test	Dutch
Teacher Training for Primary Education	Mathematics: Measuring & Geometry	Measurement and Geometry are important areas of primary mathematics. Children develop these skills by comparing, ordering, measuring and exploring space, preferably through practical activities rather than only textbooks. Teachers play an important role by encouraging children to reason and understand, not simply memorise rules. Children also learn to interpret and create tables, diagrams and pictograms to understand relationships in the world around them.	2	2	Test	Dutch
Teacher Training for Primary Education	Arts & Culture Education	This learning unit focuses on designing inspiring lessons in drama, dance, music and visual arts. You will build on your previous experience, develop your vision of arts education and explore how the arts support children's creative, sensory, cognitive and physical development. During your placement, you will teach these subjects around a theme of your choice and justify your lessons using theory. You will also gain new cultural experiences during the international study week and theatre-making day.	2	2	Assignment	Dutch
Teacher Training for Primary Education	Biblical Contexts, History & Themes	In "Biblical Contexts," you will build on your Year 1 knowledge by studying the Bible in greater depth. You will learn to place Bible stories in their historical, social, cultural and religious contexts, connect them with other stories, and explain their messages. Careful study of complete Bible books will help you develop the subject knowledge needed to teach them responsibly. The lessons will also address how to apply this knowledge to other stories and how to teach Bible stories effectively.	2	2	Test	Dutch
Teacher Training for Primary Education	Talking with children about God	In this learning unit, we will explore how teachers can speak with children using "the language of faith." In schools shaped by a Christian identity, a teacher's presence, expertise and communication are important. Faith communication takes place not only during Bible lessons, but also in everyday conversations, prayer, celebrations and other spiritual moments. The teacher's own example also strongly influences children. Talking about God always reflects the faith perspectives of both teacher and child. Teachers therefore need a clear understanding of the basic concepts of Christianity and must make these often abstract ideas meaningful and accessible to children.	1	2	Test	Dutch
Teacher Training for Primary Education	Basic Competencies in Arithmetic & Math	A knowledge base describes the subject-specific and teaching-related knowledge and skills that students must master by the end of their programme. It establishes a broad, shared foundation. Knowledge bases have been developed for the various subjects taught in primary teacher education. Language and mathematics are assessed nationally.	1	2	Test	Dutch
Teacher Training for Primary Education	Basic Competencies in Dutch Language	A knowledge base describes the subject-specific and teaching-related knowledge and skills that students must master by the end of their programme. It establishes a broad, shared foundation. Knowledge bases have been developed for the various subjects taught in primary teacher education. Language and mathematics are assessed nationally. The Knowledge Base for Dutch Language was introduced in 2009 and takes the form of a glossary explaining relevant terms. It was revised in 2019.	1	2	Test	Dutch
Teacher Training for Primary Education	World Orientation 2	The world is the environment in which children live, learn and play. Time, space and their surroundings are important aspects of this environment. Geography, history, and science and technology together form the subject area of World Orientation. In this learning unit, you will combine your subject knowledge with an inquiry-based teaching approach, as introduced in Science and Technology 1. You will design and teach an integrated series of lessons around a central theme, demonstrating your knowledge. This builds on and goes deeper than the World Orientation 1 unit in the first year. Your final assignment will assess this deeper understanding.	3	2	Assignment	Dutch

Teacher Training for Primary Education	Personal Mastery 1	Over the past year, you were introduced to the programme. The PPD track focused on your personal development: “Who are you in relation to your profession?” Through various sessions and activities, you reflected on this question and developed your personal mastery. The PPD sessions also focused on your approach to learning, particularly self-directed learning and reflective ability. We now assume that you can manage and reflect on your own learning process. This year, we will continue to support your development through the themes “Personal Mastery Level 2” and “Strength-Based Learning.”	3	2	Assignment	Dutch
Teacher Training for Primary Education	Personal Mastery 2	You have an ideal of the teacher you want to become and are motivated to develop towards it. Teaching involves more than sharing knowledge and skills; it also means helping children become independent and responsible members of society. The Personal and Professional Development track (PPD) helps you reflect on your values, beliefs, strengths and challenges. It encourages Personal Mastery by developing you into a self-aware, reflective and self-directed teacher.	3	2	Assignment	Dutch
Teacher Training for Primary Education	Internationalisation	Through partnerships with schools across Europe, you will broaden your perspective on education, culture and internationalisation by visiting schools, meeting pupils and interviewing teachers. During the international excursion, you will experience a different education system, language and culture while developing independence and learning to work effectively in a group.	3	2	Assignment	Dutch
Teacher Training for Primary Education	Dealing with Differences Between Children	This block focuses on differentiation: adapting lessons to the needs of the class, groups and individual pupils. You will learn to apply action-oriented working (HGW) to children’s emotional, behavioural and learning needs. The focus is on understanding and using its six stages, so you know what to do, when and why.	3	2	Test Assignment	Dutch
Teacher Training for Primary Education	Adaptive Lessons & Lesson Series	In the previous academic year, you learned how to design lessons. You used the instructional planning process from Designing Lessons and became familiar with lesson models such as the ADI model and inquiry- and design-based learning. By now, you have probably realised that learning is a process. Individual lessons are small steps within that process. For learning to develop effectively, lessons must connect with one another and form a coherent whole. In this module, you will learn to design and teach sequences of lessons. Previously, you learned to analyse a child’s individual developmental and learning needs. You will need this skill in this block, as the lessons you design must meet the developmental and learning needs of the children.				Dutch
Teacher Training for Primary Education	A Rich Learning Environment	This learning unit focuses on creating a rich, meaningful learning environment where children feel safe, curious and confident. Through play, exploration and cooperation, they develop communication, creativity, independence, problem-solving and reflection skills. Teachers provide stimulating activities, set clear goals and differentiate their support according to children’s needs.	3	2	Assignment	Dutch
Teacher Training for Primary Education	Dream School	What will children growing up today need in order to participate in society in the years ahead? We will explore different types of schools, focusing especially on their educational and pedagogical identities. Why does one school call itself a Dalton school and another a Star School? Why does a school describe itself as a child centre? What is an educational concept, and which concepts exist in the Netherlands and elsewhere? Working as part of a “school team,” you will design a vision for a new primary school and justify your choices using reliable sources. It is a challenging opportunity to create something new together!	3	2	Assignment	Dutch
Teacher Training for Primary Education	Basic Competencies in Art & Culture Education	In this learning unit, you will continue developing your teaching skills so that you can effectively teach drama, music, drawing, dance and crafts in primary school. You will learn to help children express themselves through the arts and contribute to their development in this area. In the assessment, you will demonstrate that you can reflect on the quality of these skills based on the arts lessons you have taught.	2	2	Assignment	Dutch
Teacher Training for Primary Education	Grammar	In the upper years of primary school, pupils study sentence analysis, depending on whether their language method includes it. When teaching a language lesson on this topic, it is important to know the subject matter thoroughly, know more than the children so that you can teach them something new, and understand how to explain the material effectively. The lessons in this learning unit focus on developing your own subject knowledge. A teaching-methodology component will be covered later in the year.	1	2	Test	Dutch
Teacher Training for Primary Education	Science & Technology 2	In this learning unit, you will develop your own attitude towards science and technology. Building on the teaching knowledge from Year 1, you will explore the diverse and fascinating aspects of science and technology, as well as the importance of an inquisitive attitude, through practical experiences and discussions. As you know, an inquisitive attitude is an aspect of Personal Mastery, which we will examine in relation to science and technology. You will set your own learning objectives and work towards achieving them. This makes the unit useful for working on objectives in the personal learning plan you develop for PPD. Rather than focusing directly on subject content, you will focus on your own attitude (starting with recognising the importance of science and technology).	1	2	Assignment	Dutch

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