

Programme

Qualification awarded

Bachelor of Education

Length of the programme

48 months

ECTS credits

240

Level of qualification

Bachelor

Mode

Full-time

Language

Dutch, with parts in English

School

School of Sport Studies

Locations

Groningen

Teacher Education in Physical Education

Profile of the programme

The overall aim of the programme is to train students for the job of PE teacher teaching children and young people aged 4 to 24. Graduates are able to teach in the entire educational field, i.e. primary education, secondary education, education for children with special needs and senior secondary vocational education (MBO). Graduates are also able to work as community-based sports coaches (buurtsportcoaches).

Learning outcomes

The PE teacher independently creates and justifies a safe, talent-focused and development-oriented learning environment for students, so that students develop further both socio-emotionally and morally, while taking into account diversity and focusing on self-confidence and an active and healthy lifestyle and fitness identity.

The PE teacher independently plans, delivers, justifies and evaluates talent-focused learning environments in physical fitness situations. They do this on the basis of their vision for the field and of (scientific) insights and developments in the field of exercise and sports.

The PE teacher independently designs, delivers and justifies physical fitness programmes that are appropriate to the curriculum of the section and the educational policy of the school.

Together with colleagues, the PE teacher takes responsibility for the learning and development climate in their own context. They establish positive and productive working relationships in the organisation, the section and other educational and project teams in which they participate.

The PE teacher conducts independent research in their professional situation based on the intervention cycle. They go through the intervention cycle both to create impact and to improve the quality of their professional performance. To this end, they independently identify, analyse and define problems. The PE teacher develops, experiments, systematically collects, shares, discusses, interprets and adjusts where necessary. The PE teacher uses theoretical and practical knowledge to support their research process. They justify this process and execute it in a clear and systematic way.

The PE teacher uses reflection, knowledge and the experiences of others to develop their own professional identity in an inquisitive, enterprising and systematic manner, and so contributes to their own development, other professionals' development and the development of their field of study.

Programme

Teacher Education in Physical Education	credits
Year 1 Teacher Education in Physical Education	60
□ Semester 1	30
▫ HLVP23CHA1 - The sports teacher analyzes the professional field and his professional identity	15
▫ HLVP22SP1 - Practice in Sports 1, participate in sports culture	5
▫ HLVP22LGV - Teaching skills	5
▫ HLVP22BOK1 - BOK 1, orientation on the sports teacher workfield	5
□ Semester 2	30
□ Semester 2	25
▫ HLVP23CHA2 - Influencing the quality and quantity of movement	15
▫ HLVP22SP2 - Practice in Sports 2, Influencing broad ability	5
▫ HLVP22BOK2 - BOK 2, Developing childrens' motor skills	5
□ Module by choice	5
<i>selection of following courses</i>	
▫ HLVP23MTM - Sportmonitoring and performance	5
▫ HLVP22PRW - Project Practice	5
Year 2 Teacher Education in Physical Education	60
□ Semester 3	30
□ Semester 3	25
▫ HLVP23CHA3 - Challenge semester 3	15
▫ HLVP22SP3 - Practice in Sports 3 - Model of sports education	5
▫ HLVP22BOK3 - BOK 3, improving movement and behavior	5
□ Module by choice	5
<i>selection of following courses</i>	
▫ HLVP22ZMO - Improving selfregulation and motivation	5

▫ HLVH22PED - The teacher in the role as mentor and coach	5
▫ HLVH22ICD - Internationalization and cultural diversity	5
▫ HLVH22KKL - Vulnerable children, learning disabilities and MRT	5
▫ HLVH22SPR - Sports policy in practice	5
▫ HLVH22MMD - Move to make a difference	5
▫ SKVH22DSP - Digital sports	5
▫ HLVH22PLS - Project Leadership	5
▫ Semester 4	30
▫ Challenge	15
▫ HLVH23CHA4 - Challenge semester 4	15
▫ Practice in Sports 4	5
<i>selection of following courses</i>	
▫ HLVH23BOR - Outdoor (game) sports	5
▫ HLVH23INF - Other organized sports	5
▫ Module by choice	5
<i>selection of following courses</i>	
▫ SKVP22AGL - Create an active and healthy living environment	5
▫ HLVH22HALC - Healthy Ageing - Lifestyle coach	5
▫ SKVH22OST - Outdoor & Sport Tourism	5
▫ HLVH22MMD - Move to make a difference	5
▫ HLVH22ICD - Internationalization and cultural diversity	5
▫ HLVH23MIZ - Masters within reach	5
▫ Elective Trainer/coach	5
<i>electives</i>	
Year 3 Teacher Education in Physical Education	60
▫ Semester 5	30
▫ Challenge	15
▫ HLVH23CHA5 - Challenge semester 5	15
▫ Module by choice	15
<i>selection of following courses</i>	
▫ HLVH22ZMO - Improving selfregulation and motivation	5
▫ HLVH22PED - The teacher in the role as mentor and coach	5
▫ HLVH22ICD - Internationalization and cultural diversity	5
▫ HLVH22KKL - Vulnerable children, learning disabilities and MRT	5
▫ HLVH22SPR - Sports policy in practice	5
▫ HLVH23OED - Outdoor educator	5
▫ SKVH22DSP - Digital sports	5
▫ HLVH22PLS - Project Leadership	5
▫ Minor by choice	30
<i>electives</i>	
Year 4 Teacher Education in Physical Education	60
▫ Final Project	60
▫ HLVH23CHA6 - Graduation Challenge	50
▫ HLVH23VER - Professional program to enhance your knowledge, skills and/or attitudes	10

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