HAN Faculty of Education

HAN Faculty of Education
Netherlands

Information Guide for International Students and Partners
Located in the historic cities of Arnhem and Nijmegen in the east of the Netherlands, the HAN campuses offer outstanding professional courses to over 30,000 students. In fact, review committees have recently ranked our courses in the top 10 of all Dutch universities of applied sciences. And HAN has even been ranked top provider of Masters courses in the Netherlands. What makes our education so unique? Our courses combine a solid theoretical basis with practical application in the field. This means that our young Bachelors degree students are well positioned to enter the job market as soon as they graduate. And the experienced professionals taking our Masters courses can benefit from the broad networks and specialist expertise of our lecturers.

One of the key features of our courses is to facilitate our students’ development of knowledge and expertise within a global perspective. Our approach is to embed internationalisation within our teaching and learning activities. We very much welcome international staff and students to our university as we wish to create a truly international environment.

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HAN University of Applied Sciences offers higher education of an outstanding quality within an inspiring, innovative, international environment. We strive to prepare our students to meet today’s challenges of globalisation by combining unrivalled practical education with specialised teaching by skilled professionals.

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Fields of study
HAN offers a range of bachelor’s and masters degree courses in the fields of education, social work, commerce, communication, business administration, law, economics, engineering, built environment, applied sciences, IT and communication, health, nursing and sports. Students can choose from 65 different bachelor’s courses, numerous exchange courses and 21 masters courses.
EDUCATION SYSTEM
The Netherlands, known for its high-quality education and research, along with its international study environments, has two main types of higher education institutions: research universities and universities of applied sciences. While research universities focus on the independent practice of research-oriented work in an academic or professional setting, universities of applied sciences offer professionally-oriented courses in applied arts and sciences. Research is also carried out at universities of applied sciences, but it is always practice-based and aimed at renewing professional practice. Such research is also directly integrated into the study programmes.

PARTNER UNIVERSITIES AND INTERNATIONAL PROJECTS
HAN has established numerous partnerships with universities and institutions all over the world. We recognise the importance of being part of a global network and exchanging ideas about higher education and internationalisation. These partnerships offer students opportunities for studying abroad. They also provide teaching staff with opportunities to participate in teacher exchanges and international projects.

WELCOME TO THE FACULTY OF EDUCATION!

The Faculty of Education is committed to training passionate teachers who are ready to educate the next generation. Teachers who are skilled in teaching and research, who have learned to embed computer technology into their teaching and who are aware of their mission in an ever-changing environment that reaches beyond the Netherlands and has a direct effect on learning in schools.

We train teachers for primary and secondary education. We are also the only faculty of education at a university of applied sciences that offers a degree in Education Science. Students taking this degree are trained in the areas of learning and development, instructional design, and training and coaching.

We see it as a challenge to connect teacher education with lifelong learning in organisations. We also look for ways to connect with programmes, partners and students abroad. Internationalisation has increasingly found a place in the curriculum of our courses. Students greatly appreciate this high level of internationalisation, which is reflected in the diversity of the student body at our faculty and in the possibilities for studying and doing work placements abroad.

This brochure provides information about HAN, the Faculty of Education and our exchange programmes.

Warm regards!
Faculty of Education management team
At the Faculty of Education, our education and research are in the service of increasing the quality of future learning. To this end, we train our students to become passionate and innovative professionals in education and employment organisations. Our training is done with a view to the development of children, youth and adults in a complex society. As an educational institution, we also facilitate lifelong learning in our region. We are a dynamic organisation in a dynamic environment.

Our faculty is the meeting place for regional cooperation between the professional field, our research centres and our degree courses. It is a place where:
- students feel at home studying and learning to conduct research.
- professionals with a passion for learning can meet and exchange ideas.
- staff, students and the professional field enjoy the casual and open atmosphere.
- staff and students are encouraged to foster an international perspective.
- staff and students are encouraged to take responsibility and develop an inquiring attitude.
- results are key, while students and staff are still considerate of and committed to one another.
- the new and unknown is met with an open mind, resulting in diversity and creative work methods.

This vision is embedded in our institutes and the research centre through the institutional plan and the research programme.

CORE VALUES
The Faculty of Education has three core values which are translated into the work environment of our institutes and research centre:

1. professional
We are driven professionals with a passion for the learning and development of children, youths and adults. We use and continue to develop our expertise to improve the quality of learning today and in the future. Our faculty offers both the organisational structure and opportunities for the development of staff, students and the professional field.
For us, being professional also means taking responsibility, making a contribution and being accountable to the organisation.

2. joint effort
Our faculty works together closely with its students. We are committed to each other, know each other, know what motivates the other and stimulate each other and the students to bring out the best in ourselves. We share
knowledge and skills. We are open and approachable to each other, the students and our field. We work closely with our professional practice, know what is going on and step outside and bring the outside world into our faculty.

3. sustainable
We are committed to a sustainable learning process and educate with a focus on people. We work on lasting innovations and relationships with our partners and work together to shape and anchor quality learning in the region.

ORGANISATION
The faculty is organised in the following institutes and offers the following courses:

College of Education for Primary School Teachers
- Teacher Education in Primary Schools - Arnhem
- Teacher Education in Primary Schools - Nijmegen

College of Education for Secondary School Teachers
Teacher education in secondary education:
- Teacher Education in Geography
- Teacher Education in Biology
- Teacher Education in German
- Teacher Education in Economics
- Teacher Education in English
- Teacher Education in French
- Teacher Education in History
- Teacher Education in Physics
- Teacher Education in Dutch
- Teacher Education in Educational Theory
- Teacher Education in Chemistry
- Teacher Education in Mathematics
- Education Science

In addition, the Research Centre for Quality of Learning (see pages on Research at the Faculty of Education) is part of the Faculty of Education, as well as the Master of Education (Teacher Education in General Economics, Teacher Education in Dutch, Teacher Education in English and Teacher Education in Mathematics). These Masters courses qualify teachers to teach at a higher level (see pages on HAN Master Programmes).

The Faculty Board, institute management and head of the research centre together form the faculty's management team.

1 These students obtain what is called a ‘grade-two’ teaching degree (tweedegraads), which allows them to teach at certain levels in Dutch schools.
One of the educational priorities of the Faculty of Education is the development of our student’s knowledge and expertise from a global perspective. As future teachers and human resource developers, the students will need professional and social competences to work in an ongoing international and intercultural environment. We encourage our students to become internationally engaged during their studies by going abroad and widening their horizons. To ensure international education for students who cannot travel abroad, we also offer an increasing number of courses and study programmes with a content that reflects the many different aspects of international relations and provides a European and global dimension.

**INTERNATIONALISATION @ HOME**

Over the years, the Faculty of Education has created ideal conditions for its students to gain international experiences as part of their learning process. We encourage all students to participate in a wide range of international mobility opportunities. Spending a semester abroad is one such opportunity that about 30 percent of our students take advantage of. In addition, we offer various options for short-term outgoing mobility for students who are not able to travel abroad for a whole term. These include international study trips, intensive programmes and summer programmes, international symposia and conferences, short placements and other personalised opportunities.

We aim to take these initiatives to an even higher level by providing all our students with an intercultural and international dimension, which will better prepare them for the education of the future. Our approach is therefore
to embed internationalisation in our initial teaching activities so that we can cater to all students. We have incorporated four focal points in the ongoing curricula: language skills, intercultural competences, global citizenship and comparative research skills. Alongside the individual experiences of study and placement abroad, these focal points are integrated into our institution’s standard assessment tools.

The new approach requires internationally oriented staff to maintain the high international standard of teaching and research, the Faculty of Education challenges its staff to become active internationally by participating in international activities such as guest lecturing, conferences, projects and study trips.

COLLABORATION
The Faculty of Education cooperates with universities in both developed and developing countries. Bilateral agreements have been signed with approximately 125 different universities worldwide, mainly in the areas of student and teacher mobility and inter-university cooperation programmes.

In addition, the faculty actively participates in several international networks, in which it shares international scientific and educational academic work and developments. The faculty coordinates or is partner in several EU-projects and projects beyond Europe.

Finally, the faculty began a collaboration with several foreign partners in 2014, in which modules are developed to provide international variations on components of the regular curricula. By having two countries working on the same module at the same time, students can work together with students from other countries using various distance learning and IT methods. This gives them the opportunity to gain international experience without having to go abroad.

INTERNATIONAL ENVIRONMENT
In order to create a truly international environment, the Faculty of Education welcomes international students and staff at our campus. Each semester we offer an international course in English for exchange students from our partner institutions. You can find more information about this course in the ‘International Courses’ section.

We also offer the summer course ‘Teaching in the Netherlands’. It gives Education students from our partner universities abroad the opportunity to gain first-hand experience of Dutch culture. They meet their Dutch counterparts, visit a variety of Dutch schools, teach Dutch children, and learn about educational concerns in the context of a Northern European country.

MORE INFORMATION?
For more information and updates please visit the website www.han.nl/international

Ben Bartels
Director of International Affairs at the Faculty of Education
Magda Lichtenberg
International Relations Officer/Exchange Coordinator
The College of Education for Primary School Teachers is committed to the optimal development of children in primary schools by educating our students to become innovative teachers who take individual differences into account. We create learning-oriented cooperation between our institute and our field and contribute to the post-graduate professional development of teachers in professional practice.

In our vision, teachers make a difference in children’s development. We train students who are capable of recognising each child’s unique talents and creating a learning environment where each child is challenged to develop to his or her full potential.

Our lecturers facilitate the development of our students into quality teachers. We do this in close connection with the professional field.

**EDUCATION AND KEY FEATURES**

In both our education and research, learning and development are permanently intertwined with the professional field. We train students together with experts in the field. We apply a clear key structure that matches the professional tasks and core values of our programme. In our research, we work closely together with researchers from the faculty’s Research Centre for Quality of Learning.
Our curriculum is based on national knowledge bases, the competency requirements of primary education teachers and the European guidelines for the work and intellectual levels of professionals trained at universities of applied sciences (Dublin descriptors).

Students specialise in the younger child or the older child or take the academic stream (this specialisation is designed together with Radboud University Nijmegen).

The study programme consists of units of study (professional tasks): meaningful units where education is centred on a specific theme. The content is determined by:

- national standards for generic and subject-specific knowledge
- development of research skills
- work placements

An important part of our students' professional development takes place in professional practice. We educate students and current teachers in collaboration with the professional field.

**INTERNATIONALISATION**

Internationalisation is integrated in the curriculum of the College of Education for Primary School Teachers in a variety of ways. Moreover, we have international partners with whom we organise student and lecturer exchanges.

**Curriculum**

- Internationalisation in the various years of study (internalisation@home). Themes: children's rights, world citizenship, intercultural skills. We also welcome international guest lecturers, use English professional literature and have a Global Classroom (lesson activities followed via Skype with international partners);
- Within the minor 'Education in International Perspective', international English units of study are offered to both our own and international students.

**Mobility**

- There is a joint programme (EPTE) between five international teacher education courses for excellent students (programme of 30 ECTS credits);
- Short study trips (Morocco and Turkey) for lecturers and students;
- International courses (Teacher in Europe and Intensive Programmes, such as Teachwise) for students and lecturers.
- Students specialising in the academic stream are encouraged to organise their own study trip in their third year.

**Projects**

- projects together with our international partners

**MORE INFORMATION?**

E info@han.nl

*Our degree course Teacher Education in Primary Schools is only taught in Dutch. For international courses check the pages on ‘International Courses’.*
Our degree courses guide creative and enthusiastic teachers for secondary and vocational education who have a thorough knowledge of their subject and an inquiring professional attitude. We educate teachers in the following subjects: English, German, Dutch, French, History, Geography, Economics, Biology, Mathematics, Physics, Chemistry and Educational Theory. Teachers trained in our degree courses are committed to quality, involved in the development of students and driven to continue evolving. We do this all in close collaboration with the professional field.
To realise our mission:

- we inspire our students and challenge them to get the best out of themselves and their pupils; we work closely with the professional field so that we can shape the best possible training and professional development of current and future teachers and achieve the best possible research in practice;
- alongside the subject content and pedagogy and the national standards for generic knowledge, we emphasise an inquiring approach so that our graduates not only have a basic competence but will continue to grow;
- we continue to develop a professional culture in which lecturers have the space to be creative and can take responsibility for their work and the quality of their own programme.

EDUCATION AND KEY FEATURES

Student orientation, subject expertise and professional orientation are important pillars in our education. We stand for quality and an optimal connection between subject matter, teaching methods, educational developments and developments in the professional field.

In terms of education, this means that the college stimulates students to develop their competences by providing:

- education in which expertise in the subject and the profession is the starting point;
- workplace learning opportunities in which the connection between theory and practice is the starting point;
- research in which students can develop an inquiring mind and investigative skills and thus systematically improve their own expertise and translate it into practice.

Students doing our degree courses work on developing competence in professional tasks such as teaching, designing learning arrangements, contributing to the organisation of education and developing subject expertise. Knowledge development is seen as an important requirement for the competence development to come.

The study programme consists of units of study: meaningful units where education is centred on a specific theme. Each unit of study focuses on one or more professional tasks, diverse competences and professional actions (Dublin descriptors). In addition, the content of the units of study is determined by:

- national standards for generic and subject-specific knowledge
- development of research skills
- work placements

INTERNATIONALISATION

Internationalisation is integrated within our curriculum in a variety of ways. Internationalisation activities find a place within almost all courses and are diverse in nature.

An example of this is the three internationalisation instruments used at HAN:

1. Internationalisation in the curriculum (Internationalisation@home). Activities that focus on the students within the institution and that aim to create an international learning environment.
2. Mobility can be divided into outgoing and incoming mobility. Of course, this includes international mobility, which students, lecturers and staff can make use of.
3. International projects.

MORE INFORMATION?

E info@han.nl

Our degree courses in Teacher Education for Secondary School Teachers are only offered in Dutch. For international courses check the section on ‘International Courses’.
We train professional and engaged learning and development experts who contribute to the development of employees and organisations. Our graduates can be recognised by their profound subject knowledge, their consistent approach, their ability to reflect on themselves and others and by their inquiring and professional attitude. In our curriculum and practical research, we work closely with national and international partners in our field on challenging cases/questions. This results in an innovative programme and enables us to make an important contribution to the development of the field of learning and development and the concept of lifelong learning.

We aim to realise our mission by:

- creating a learning environment in which students feel challenged, appreciated and safe. This way they are able to develop and prepare themselves to take on a professional position with personal ambition, inspiration and confidence.
- offering part-time and full-time students the opportunity to follow parts of our programme in a place and a time of their own choice while still emphasising contact and guidance.
- preparing students for future studies (e.g. an inquiring attitude for Masters courses) so that they can further develop within the field of learning and development.
- building a professional learning culture for our students, staff members and partners from the work field, with room for dialogue, development, individuality, initiative and responsibility for results.
- working together with the regional, national and international HRD work field on challenging problems in the form of projects, work placements and practice-based research so that students, lecturers and the work field can continue to develop and innovate.

**EDUCATION AND KEY FEATURES**

We take an individual approach to education and therefore have intensive contact with our students. A lot of attention is paid to practice-based research. In this way, students gain the necessary knowledge and skills while developing both a solution-oriented and inquiring attitude. This greatly improves their career opportunities. Graduates of this Bachelors course gain the title ‘Bachelor of Education’, which allows them to continue on to a Masters in the Netherlands or abroad.
Our field of study concerns the processes of human development within organisations. Collectively, we refer to these processes as human resource development (HRD). In practice, the specialist has three roles: learning and development consultant, instructional designer, and trainer and coach.

In each phase of the HRD process, a different role is emphasised. In the role of consultant, the HRD specialist advises a management team or client, for example, by preparing advice on professional development, taking care of the procurement process for learning interventions or translating policies into training programmes.

In the role of trainer and coach, the specialist guides staff members individually or in groups during the learning process. This could involve teaching, moderating a training session, coaching on the job or facilitating meetings.

In the role of instructional designer, the specialist designs and develops learning programmes. This may include e-learning, competency-based learning interventions and valid and reliable testing methods.

INTERNATIONALISATION
Staying in touch with relevant international partners is very important to us. We aim to collaborate with these partners by organising student and lecturer exchanges and also by comparing and learning from each others’ programmes. We also encourage our students to do their work placements abroad.

The Learning and Development team is currently looking for international HRD partners, such as:
- Universities and universities of applied science for the exchange of lecturers and students.
- International companies, organisations and projects for work placement positions and applied research programmes.
- Professional associations, such as ETDF, NVO₂, ATD, VOV, LPI and CIPD, for the exchange of knowledge and experiences with HRD in an international context.

MORE INFORMATION?
If you are interested in collaborating or would like to know more about us, please contact us.

E info@han.nl

Our degree course in Education Science is only taught in Dutch. For international courses check the pages on ‘International Courses’.
In 2007, HAN established the Institute of HAN Master Programmes to administer its Masters courses and related research centres. Professors work closely with lecturers and students in research groups and play an important role in designing and delivering the Masters courses. They are also highly involved in the research conducted within the courses. HAN acts as a ‘gateway to knowledge’ through which many students, regional companies, expertise centres, public authorities and other institutions have already passed.
HAN MASTERS COURSES

HAN offers a wide range of accredited Masters courses for professionals wishing to advance their career. These courses provide in-depth knowledge of the professional field and include a strong emphasis on research and management skills. They offer professionals wishing to advance their career in-depth subject knowledge, while providing companies and institutions with innovative ideas and solutions. In this way, HAN creates a platform for people and organisations that hold life-long learning in high esteem.

Professional practice is becoming increasingly complex and therefore demands highly educated experts. The HAN Masters courses prepare proactive, open-minded professionals for management roles and are rooted firmly in professional practice. From the start of the course, Masters students start solving complex problems in their own professional practice.

They link people and current scientific knowledge and translate this into practical applications. They are able to manage changes and innovations, in collaboration with professional practice. The courses are organised on a small scale. Highly-qualified lecturers from the professional field devote themselves to their students’ development. They use fascinating methods in their approach to current developments in society, new scientific insights from HAN research groups and practical dilemmas. Classes are held in a lovely historic building in Nijmegen. In this stimulating environment, professionals build on their knowledge, experience and networks for the future. The HAN Masters courses offer an inspirational environment where students and professionals feel welcome.

NVAO ACCREDITATION

The HAN Masters courses are accredited by the NVAO, the Dutch accreditation council. Experienced lecturers commit themselves to the accreditation on a daily basis with solid, contemporary and high-quality courses.

MASTERS COURSES AT THE FACULTY OF EDUCATION

The Faculty of Education offers four Dutch-taught Masters courses:
- Teacher Education in General Economics
- Teacher Education in English
- Teacher Education in Dutch
- Teacher Education in Mathematics

MORE INFORMATION?

You can find out more information about HAN’s English Masters courses at www.han.nl/mastercourses.
At the same time, HAN aims to ensure that graduates are capable of developing knowledge independently, and of translating knowledge accumulated elsewhere back into their own professions. Research has assumed a crucial position within the curricula at HAN. The development of a research-oriented inquiring attitude and the skills to support it are embedded in our courses. Our lecturers participate in on-going research projects and HAN guarantees the inclusion of research results in the education we offer.

Research at a university of applied sciences is connected to the questions and needs of the professional field. Concrete problems and challenges form the pretext of the research, while results are delivered in the form of knowledge, insights, methods and concrete products. In this way, the research has an added social benefit. It is conducted according to academic standards and focuses on the development of knowledge within the professional field.

The research often takes place in a process of co-creation with the client organisation(s). Research questions are bundled and research groups include professionals from the participating organisations and HAN researchers. In this way, the acquired insights and research products flow back to both professional practice and education.

HAN’s central goals are best described as increasing the resilience and innovative strength of professional practice and society, and as contributing to sustainable economic growth and welfare.

**RESEARCH CENTRES**
To combine as much knowledge as possible and thereby create focus and depth in our research activities, HAN has bundled its research groups into six research centres:

- Quality of Learning
- HAN Social
- Business Development & Co-creation
- Public Interest
- Rehabilitation, Work and Sports
- Technology and Society

**Research dedicated to the world of professionals.**

The Netherlands has the ambition to play an international role in the area of knowledge and innovation. This has direct consequences for higher professional education. The skilled labour market demands professionals with an innovative and enterprising attitude. HAN University of Applied Sciences strives to deliver graduates with a solid grounding in their subject and the skills necessary to enter the job market.
Research Centre for Quality of Learning
The Research Centre for Quality of Learning is a department within the Faculty of Education. We use applied research to develop knowledge and tools that contribute to the quality of learning in both professional practice and in HAN’s Bachelors and Masters courses.

Mission and goals
Society is rapidly changing and continually placing higher demands on people. Teacher education courses and the educational field need to adapt to this trend. Education and professional development training must therefore be constantly updated to optimally develop the learning capacity of student teachers. Practice-based research, which is always based on current or future professional practice, contributes to this development. Focusing on current issues in the field and establishing a good collaborative relationship are of central importance. The aim of research (either directly or indirectly) should be the self-directed learning of the student teacher, educator and/or educating organisation. This enables people and organisations to change and bring about a development of practice.

Micro, meso and macro
The Research Centre for Quality of Learning consists of professors, research staff (teaching and non-teaching) and PhD students. Together we cover a wide spectrum of expertise. What is unique about the research done at the centre is that themes are investigated at micro, meso and macro level (learning process, organisation and policy) and that the interrelationships between these levels are made clear. In doing so, the research centre stresses the complexity of education and educational issues, enabling it to deliver tailored solutions. This not only applies to the type of issue (from micro to macro) but also to the context in which the issue is studied (from primary education to profit and nonprofit organisations).

Our research is carried out for and in collaboration with professional institutions such as schools and other education providers that offer practical placements to our students. In this way we promote a research culture and inquiring attitude within professional practice, i.e. among student teachers, qualified teachers and experienced educators.

The research centre is divided into six research groups:
- Testing and assessment
- Learning with ICT
- Designing Innovative Learning Arrangements
- Developing Competences in the Workplace
- Educating Professionals
- Gender Diversity in Education

MORE INFORMATION?
Please visit www.han.nl/research.
Below, you will find the available courses for exchange students. You can find information about the exact period in which each course is taught and the exact content on this website: www.han.nl/international.

**INTERNATIONAL COURSES**

- Education in International Perspective
- Exchange placements
- Teaching in the Netherlands

**Education in International Perspective**

*30 ECTS credits*

This course focuses on developing an international and innovative educational culture among young world citizens who seek a teaching career in primary or secondary education.

The Education in International Perspective course is a semester course that is open to students in the field of teacher education (pre-primary, primary, secondary and VET – ages 4 to 22) from our partner universities abroad. In addition, this course is open for regular HAN students to ensure a culturally mixed classroom environment. The course runs twice a year, both in the autumn and spring semester, either at the Arnhem or Nijmegen campus.

We offer modules of 7.5 ECTS credits each. Students make up their own study programme by selecting four of these modules with a total study load of 30 ECTS credits per semester. The modules listed below consist of regular classes combined with practical assignments for students to work on and then implement at local schools (prim/sec) for an average of one day a week. If students choose to select the module 'School Placement', they will spend additional days at their placement school.

Please note that the offer of modules is limited to six per semester and that it may vary. For our up-to-date offer of modules per semester, please consult our website www.han.nl/international > International courses > Exchange Courses. Here, students can also find the HAN application form for admission.
Modules
• Performing Arts
• Global Understanding
• Social Responsibility in Education
• Re-Thinking Education
• Dutch Culture and Society
• Classroom of Diversity
• Global Citizenship
• Exploring the East and Far East
• School Placement
• Applied Research

Admission and requirements
• Competency in English at a minimum of level B1 according to the Common European Framework of References for Languages (CEFR)
• A minimum of 82.5 ECTS credits acquired at the home institution
• Teaching experience with children/young people is preferable

School placements
7.5/15/22.5/30 ECTS credits
Students also have the opportunity to take part in exchange school placements for either 7.5, 15, 22.5 or 30 ECTS credits. These placements are organised together with local schools, either in pre-primary, primary or secondary education. Most of these placements can be tailored to best suit students’ individual wishes and requirements. In order to do a successful international placement, students need to be competent in English at a minimum of level B2 according to the Common European Framework of References for Languages (CEFR) and have ample teaching experience with children and/or young people.

Teaching in the Netherlands
7.5 ECTS credits
In co-operation with partner institutions overseas, the Faculty of Education of HAN University of Applied Sciences offers a 3-week winter course focusing on Dutch culture and education. You will meet your Dutch counterparts, visit a variety of Dutch schools, teach Dutch children, and learn about educational concerns in the context of a Western European country. As well as participating in seminars and school visits, you will go on trips to Amsterdam, The Hague and Delft and spend a weekend in Paris.

INFORMATION
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DEADLINES AND APPLICATION
Magda Lichtenberg
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In Dutch higher education, we distinguish between two types of universities: research universities and universities of applied sciences, such as HAN University of Applied Sciences. Universities of applied sciences train students for specific professions and are more practice oriented.

**BACHELORS COURSES**
The four-year courses (240 ECTS credits) at HAN prepare students to become professionals with a Bachelors qualification. The courses constitute the first cycle of the European Bachelors-Masters structure.

**DUTCH HIGHER EDUCATION QUALIFICATIONS**
The Dutch Higher Education Qualification Framework (2008) describes the qualifications and learning outcomes for three qualification levels in such a way that they can be properly interpreted in the international context. It also defines the interrelationships between the qualifications.

**REPUTATION**
Dutch higher education has a good reputation. Students who have obtained a degree from a university of applied sciences are well qualified to work within their discipline. Like most other universities of applied sciences, HAN maintains close ties with the professional field. Its graduates are very successful in the labour market.

**BOLOGNA TREATY**
With the Bologna Treaty, the European ministers of education agreed to make study programmes in higher education more compatible. This is why the Bachelors-Masters system has been introduced throughout Europe. A HAN Bachelors course entails four years of full-time study. Most Masters courses require one additional year.

**MAJOR COURSES**
Bachelors courses consist of a major and a minor. During their major, students develop the necessary knowledge and skills for their future professions. A large part of the course is spent analysing and solving problems in groups. It also includes a work placement of at least half a year. The minor is a one-semester elective course that stimulates students to deepen or broaden their knowledge.

**CREDIT SYSTEM AND GRADING**
A student’s workload is measured according to the European Credit Transfer System [ECTS]. According to Dutch law, one credit represents 28 hours of work and 60 credits represents one year of full-time study. The Dutch grading system uses a scale from 1 (very poor) to 10 (outstanding). The lowest pass grade is 6, a grade of 9 is seldom given, a 10 is extremely rare and grades 1-3 are hardly ever used. The academic year has 42 weeks.
Studying in the Netherlands

HAN University of Applied Sciences is situated in the eastern part of the Netherlands, just a few kilometres from the German border, but also within easy distance from Amsterdam, London, Paris, Brussels and Berlin. The Netherlands is truly at the heart of Europe!

Although the country is small, flat and densely populated, it has a bustling economy and a relatively liberal standing. The east of the country offers a typical Dutch landscape with charming scenery like wide rivers, bridges, dikes and polders. The Netherlands is known for its cultural diversity and laid-back cosmopolitan lifestyle. You can easily observe this on a sunny day after your classes while sitting at any one of the little outdoor cafés with your friends, discussing this and that over a cup of coffee. The HAN campuses are spread out over the twin cities of Arnhem and Nijmegen.

STUDYING IN NIJMEGEN

Nijmegen is the oldest city in the Netherlands and is a real student city. It is surrounded by woodlands, castles and polders. Just a few minutes’ walk in any direction and you will find yourself able to enjoy both nature and history at its best. Nijmegen boasts a variety of good cafés and places to dance and have a good time. Most of them are located in the city centre, but there are also large venues on the other side of the city that host lots of great parties. There are also many student associations that students can join. Nijmegen has just about everything a student could wish for: museums, theatres, lively cafés, excellent sports facilities and a buzzing nightlife.

STUDYING IN ARNHEM

Whether you have a passion for nature or culture, for events or attractions, Arnhem offers this and so much more. As the capital city of the Gelderland province, Arnhem enjoys a rich and fascinating history, evidenced in a number of monumental buildings scattered throughout the city. Arnhem is located at the very centre of the Gelderland province, sprouting up out of lovely green surroundings with the Veluwe national park on one side and a lush floodplain area on the other. The city of Arnhem offers a variety of eye-catching attractions. From fashion to history, museums to pubs, and concert halls to nightclubs.
HAN has everything you need for a smooth and stress-free student life. And there is always lots to do in Arnhem and Nijmegen!

**HOUSING**
HAN University of Applied Sciences offers to arrange housing for international students. How this is arranged varies from course to course and whether you are studying for your Bachelors or Masters degree. Incoming exchange students at the Faculty of Education can opt for a private room in a student flat in either Nijmegen or Arnhem, depending on the location of the exchange course. More information will be sent to you once you submit the HAN application form.

**STUDY AND LEISURE**
HAN’s facilities provide our students with a diverse study and leisure environment. Written and digital sources can be found in a peaceful and quiet setting at our five study centres. Students can use their HAN account to gain access to a number of IT facilities, including wireless internet. If sport is your thing, make sure you check out the different student sports associations in Arnhem and Nijmegen.

**STUDY CENTRES**
HAN’s study centres, two in Arnhem and three in Nijmegen, are facilities to be proud of. They make it easy to search through library catalogues and databases and offer you a place to research both paper and digital sources, or to work on an assignment or presentation in peace and quiet. The HAN study centres are more than just libraries with multimedia facilities. Naturally you can search through books, magazines, reference books and graduation assignments. However, you also have access to DVDs, CDs, CD-ROMs, digital information sources and streaming video. RSS feeds keep you up to date on the latest news. Watch streaming video and use online databases. Edit movies using a virtual cutting machine. And, when you’re finished with your research or project, place your creative findings in a webpage or PowerPoint presentation to give it an updated edge.
**BUDDY SYSTEM**
Your first period at HAN can be quite challenging. That’s why HAN offers you a buddy who can help you to acclimatise in Nijmegen or Arnhem and find your way around the campus. A buddy can also help you make new friends, plan your studies and deal with cultural differences.

**IT**
A large part of your studies will take place online: you can use your HAN account to log into your mailbox and you can use the virtual learning environment HAN-Scholar to exchange information, assignments and results with your fellow students and lecturers. Nice and easy. Virtual learning environment.

You can access HAN-Scholar, HAN’s virtual learning environment (VLO), from home and on campus. Here you can discuss and chat with other students, hand in assignments, and check your grades. Lecturers post announcements and new assignments here. By using HAN-Scholar, you are always directly connected to HAN.

**HAN WIRELESS**
HAN has a wireless network available at several locations. Are you a HAN student with a notebook computer? Then you can use this network and be online on campus at any time.

**SPORT**
If sport is important to you, you are in for a treat. Arnhem and Nijmegen both offer tons of possibilities for filling your free time with sports activities and often at a reduced student price.

**SENECA**
SENECA offers a gym where you can get a good workout on your own or under the guidance of our instructors. SENECA is Nijmegen’s expertise centre for sport and health, and is more than just a sports facility. There are physiotherapists, dieticians and clinics whose services you can use.

**UNIVERSITY SPORTS CENTRE (USG) AT THE GYMNASION IN NIJMEGEN**
With a USG student card, you have access to all of the sports associations at the University Sports Centre. Beginners and experts alike can have a go at climbing, capoeira, squash, judo, fitness and more. You can make your student life as sporty as you want!

HAN’s facilities provide students with a broad and generous study environment!
More information

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HAN RESEARCH
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