UCLouvain

KINE1BA

2024 - 2025

Bachelor in Physiotherapy and Rehabilitation

KINE1BA - Introduction

Introduction

Introduction

The Faculty of Motor Sciences at UCLouvain offers you a bachelor's study program in physiotherapy and rehabilitation, completely reformed in 2024, aimed at the development of specific skills, as included in the new framework below.

Ten areas of skills were identified based on a detailed analysis of current expectations in the professional world and the values that we wish to promote at UCLouvain, namely (1) scientific attitude, (2) Evidence-Based Practice (EBP) and clinical reasoning (RC), (3) the patient-physiotherapist relationship aimed at making the patie.nt the driving force behind their care and (4) multidisciplinary collaboration.

Courses in the UCLouvain physiotherapy and rehabilitation program are taught by experts at the cutting edge of knowledge. The latter are active in the world of scientific research and integrate the latest advances in their field of expertise into their teaching, including their own contributions. The reformed program emphasizes teaching methods that promote the development of critical and reflective thinking. You will be able to use your knowledge through internships offered in a wide variety of services in our partner hospitals or private practices.

The bachelor's program must be completed by a year of master's degree in physiotherapy and rehabilitation (60 credits) to obtain the professional title of physiotherapist. At the end of your 4 years of study, you will be able to apply for an INAMI number which is essential to take care of patients as a physiotherapist.

If you wish, you can also continue your studies with a Master in Motor Sciences of 120 credits. Currently, the FSM offers three goals: the in-depth goal (research) and two specialization goals (musculoskeletal physiotherapy, neurological physiotherapy). Obtaining a Master 120 will give you access to doctoral training.

Your profile

Do you enjoy human contact, are you sociable and attentive, do you practice regular physical activity? All these aspects constitute assets for the success of this university course.

Generally speaking, academic success requires cognitive skills: written and oral mastery of French, analytical skills, critical thinking, a spirit of synthesis, good working methods, capacity for abstraction, etc.

Your future job

You will work in a hospital, in a private practice, in a nursing home, in a rehabilitation center, a psychomotor center or a sports club, in Belgium or abroad. You can also go on a mission around the world for an NGO, move towards medical delegation or a career in research.

These studies lead to a professional title subject to specific rules.

Your programme

The bachelor's degree offers you the possibility:

• to acquire a solid base of knowledge in the field of biomedical sciences; the technical knowledge and skills necessary to perform the professional actions of the physiotherapist;

• to develop soft skills oriented towards therapeutic communication, empathy, emotional intelligence, work management, reflexivity, etc. ;

• integrate clinical reasoning based on Evidence Based Practice (EBP)

• to develop initial field experience through three months of clinical internships in a hospital or office setting.

Skills and learning outcomes at the end of the training = Bachelor’s standard

4. Multidisciplinary collaboration

The 10 axes

- Scientific Attitude
- Clinical reasoning
- Diagnosis and planning
- Therapeutic intervention
- Therapeutic relationship
- Team work
- Management
- Deontology and ethics
- Health promotion
- Motor skills and teaching

The 10 axes presented here only make sense with the learning outcomes developed subsequently.

The development of clinical reasoning in each stage of patient care (diagnosis, planning, treatment, therapeutic relationship) has a central role within the training. It requires integrating an “evidence-based practice” (EBP) approach and adopting a posture of continuous development of its expertise. These 4 axes represent the heart of the training.

The values are each located within a triangle formed by 3 axes:

- Multidisciplinary collaboration at the junction of the axes: Team work, Therapeutic relationship and Therapeutic intervention
- EBP is located at the junction of the axes: Scientific attitude, Diagnosis/planning and Therapeutic intervention
- The patient - the driving force behind his care - is located at the junction of the axes: Planning, Therapeutic relationship and Motor skills and didactics

On successful completion of this programme, each student is able to :

1. Clinical reasoning

Conduct and develop clinical reasoning, in each stage of patient care, in simple situations (clinical vignette, simulated cases and real supervised cases), by integrating an “evidence-based practice” (EBP) approach and having a posture of continuous development of their skills.

1.1 Adopt, in your clinical reasoning, an EBP approach which integrates the patient's bio-psycho-social state and preferences, scientific foundations and advances and their first experiences as a therapist.
1.2 Conduct clinical reasoning in each of the stages of patient care (diagnosis, planning, treatment, therapeutic relationship) by integrating the relevant elements and ensuring that you organize your knowledge and skills for effective patient care.
1.3 Conduct a reflective analysis on your practice as a physiotherapist in the care of a patient and use it to develop your skills as a physiotherapist.
1.4 Identify your strong and weak points, and conduct a reflective analysis to engage in a process of continuous development of your skills and guide your training path accordingly.

2. Diagnosis* and planning

Carry out a diagnosis* in physiotherapy and rehabilitation, and plan the therapeutic intervention, in simple situations (clinical vignette, simulated cases and real supervised cases).

2.1 Mobilize essential knowledge from fundamental and biomedical sciences
2.2 Collect and interpret relevant medical, psychosocial and contextual information from the medical record, history, and questionnaires
2.3 Develop and carry out a clinical examination using the tools appropriate to the specific clinical situation being treated and interpret the results.
2.4 Make a clinical and functional diagnosis by integrating the information collected during the history and clinical examination.
2.5 Identify situations/pathologies that do not fall within your own field of expertise as a physiotherapist and refer to another health care professional (screening).
2.6 Establish a prognosis and justify it, based on the pathology and personal and contextual factors.
2.7 Formulate the goals of treatment in consultation with the patient.
2.8 Plan the therapeutic intervention.
*

Definition from the World Confederation for Physical Therapy (2019)

Diagnosis in physiotherapy is the result of a process of clinical reasoning which results in the identification of existing or potential impairments, limitations in activities and restrictions in participation and of factors influencing functioning positively or negatively.

The purpose of the diagnosis is to guide physiotherapists in determining the prognosis and most appropriate intervention strategies for patients/clients and in sharing information with them. If the diagnostic process reveals findings that are not within the scope of the physiotherapist’s knowledge, experience or expertise, the physiotherapist will refer the patient/client to another appropriate practitioner

3. Therapeutic intervention

Carry out the therapeutic intervention by involving the patient, evaluate its effectiveness and adapt it if necessary in simple situations (clinical vignette, simulated cases and real supervised cases).

3.1 Carry out therapeutic interventions adapted to the patient's profile: technical procedures, exercises and educational aspects (e.g. change in behavior, postures, etc.).
3.2 Adapt your intervention, throughout the treatment, by evaluating its effectiveness according to the bio-psycho-social profile of the patient and the context of care, and identify the moment of its cessation.
3.3 Appliquer les méthodes de communication et d’approches motivationnelles favorisant des comportements adaptés et autonomes.

4. Therapeutic relationship

Establish a relationship and constructive therapeutic communication with the patient in simple situations (clinical vignette, simulated cases and real supervised cases).

4.1 Practice active listening with the patient, to identify their needs and requests.
4.2 Discuss therapeutic possibilities and their consequences in a respectful and personalized manner using accessible language, with the patient and their loved ones.
4.3 Develop therapeutic touch and adapt it to the patient
4.4 Develop therapeutic touch and adapt it to the patientCommunicate and interact with the patient in at least a second language at level B1 of the “Common European Framework of Reference for Languages”.

5. Motor skills and didactics

Heal through movement by relying on your knowledge, your own movement potential, by having a didactic approach.

5.1 Carry out your own physical and sporting activity at a level of mastery allowing the demonstration of exercises.
5.2 Become aware of your body, its needs and its limits.
5.3 Explain the adaptation of physiology during exercise in a healthy person.
5.4 Explain and justify movements/technical gestures/exercises to patients using a didactic approach.

6. Scientific Attitude

Mobilize scientific foundations and advances in a critical and non-dogmatic manner in your training and professional practice *

6.1 Describe the fields and methods of research in the field of motor science.
6.2 Identify relevant and reliable scientific sources concerning a defined and circumscribed problem by making relevant use of information tools.
6.3 Evaluate the scientific quality of documents concerning a problem, carry out a critical synthesis and deduce a targeted research question.
6.4 Use scientific articles to nourish and question your professional practice.
6.5

Carry out a scientific presentation to members of the faculty (FSM).

*

College comment on the positioning of this axis in the master 60

The following emerges from the collegial reflection carried out: the ability to carry out a scientific study is not an expectation for all graduates. However, it is expected that all graduates understand how a scientific study works and know how to evaluate the quality of data in order to understand scientific articles.

7. Communication and teamwork

Communicate and interact rigorously and effectively, in writing and orally, with different actors, while being aware of your role as a physiotherapist, in simple situations (clinical vignette, simulated cases and real supervised cases).

7.1 Describe the role of actors in the medical world, including that of the physiotherapist.
7.2 Extract, based on the patient's file, the anamnesis and the clinical examination or even paraclinical examinations, the relevant information during discussions with the training supervisor with a view to caring for a patient.
7.3 Communicate and argue rigorously and effectively during discussions within a team of students, with teachers or the internship supervisor.
7.4 Write written documents taking into account the requirements of the situation (case study, report for a doctor).
7.4 Write written documents taking into account the requirements of the situation (case study, report for a doctor).
7.5 Dialogue with peers about a clinical case by arguing the contribution of physiotherapy and rehabilitation.

8. Management

Manage the legal/legal, administrative and security aspects necessary for your first experiences as a physiotherapist (internships).

8.1 Manage legal/legal aspects: describe the rights and duties of the intern and apply them during internships.
8.2

Manage the administrative and organizational aspects of your internships.

8.3 Manage safety aspects: describe the safety aspects inherent in caring for a patient and apply them during training.

9. Deontology and ethics

Provide care responsibly while respecting professional conduct and ethics.

9.1 Explain to the patient the concept of informed consent and its implications, and take it into account in their practice.
9.2 Describe the rights and duties of the intern related to professional secrecy and act accordingly during internships.
9.3 Conduct a reflective analysis on one's prejudices and their potential influences on the care of a patient or on the evaluation of a volunteer subject as part of an experiment.
9.4 Conduct a reflective analysis on the right distance in the patient/physiotherapist relationship.

10. Health promotion

Analyze a public health system and its societal impact

10.1 Describe the basic principles of the Belgian public health system and question it in relation to other systems.
10.2 Evaluer de manière critique la qualité et l’impact sociétal d’un système de santé publique sur base, entre autres, d’une analyse épidémiologique.
10.3 Carry out a reflective analysis on the links between environment, health and behavior.

11. Knowledge axis

Mobilize in a critical and integrated manner a base of knowledge (knowledge, models, theories, concepts and techniques) in exact, biomedical and human sciences, on which to rely to intervene in the field of motor skills sciences.

11.1 Demonstrate knowledge and critical understanding of an in-depth knowledge base (knowledge, models, theories, concepts and techniques) in exact, biomedical and human sciences.
11.2 Describe fundamental principles in motor science by articulating and integrating in-depth knowledge from different fields of exact, biomedical and human sciences.
11.3 Mobilize knowledge from a discipline to understand and respond to a situation, a problem or a situation.
11.4 Mobilize knowledge from different disciplines to understand and respond to a situation, a problem or a situation.

Programme structure

The programs of the FSM are currently being reformed.

Are you enrolling for the first time in the first year of bachelor's in 2024-25 ? This page is for you.

Did you enroll in this programme *before* 2024-25 ? For the 'Programme structure' section intended for you, refer to the program published in 2023-24.

At the start of their bachelor's program in physiotherapy and rehabilitation, students share their general training in exact and biomedical sciences with students in the bachelor's program in physical education. The student who would like to obtain both diplomas will more easily achieve this dual training by starting with training in physical education.

The bachelor's program in physiotherapy includes 180 credits, divided into three annual blocks.

The first annual block of the bachelor's program offers basic training in exact and biomedical sciences (39 credits) and in human sciences (8 credits). This first annual block also already includes certain courses more specific to physiotherapy (13 credits).

The second annual block of the bachelor's program is oriented towards theoretical and practical courses specific to physiotherapy (35 credits), supplemented by training in exact and biomedical sciences (15 credits), training in motor skills (6 credits) and training in languages - English (4 credits).

In the third annual block, students complete a three-month internship (21 credits) during the first semester. At the same time, students use their internship experiences during internship support seminars. In the second semester, they continue their theoretical and S1 0 0 cm 0 0 m 481.890

- Mandatory
- Optional
- Not offered in 2024-2025
- Not offered in 2024-2025 but offered the following year
- Offered in 2024-2025 but not the following year
- Not offered in 2024-2025 or the following year
- Activity with requisites
- Open to incoming exchange students
- Not open to incoming exchange students

[FR]

				Year 1	2	3
LFSM1107	Psychology	Stefan Agrigoroaei Bénédicte Thonon (compensates Damien Brevers)	FR [q1] [30h] [3 Credits]	x		

Formation théorique et pratique spécifique à la kinésithérapie (88 credits)

LKNR1103	Introduction to the profession of physiotherapist [redacted]	Marie Delens Christine Detrembleur William Poncin (coord.) Henri Thonon	FR [q1] [30h] [4 Credits]	x		
LKNR1104	Health system and medical model	Christine Detrembleur Bénédicte Schepens (coord.)	FR [q2] [45h] [6 Credits]	x		
LKNR1105						

[redacted]

				Year 1	2	3
LKINE1031	Complements physiotherapy and pathology of the musculoskeletal system	Xavier Banse Frank Bom Thierry Deltombe (coord.) Philippe Mahaudens Caroline Meyer Laurent Pitance Clara Selves	FR [q2] [20h+16h] [3 Credits]			x
LKINE1041	Complements of Pathology and cardio-respiratory physiotherapy	Jean-Bernard Michotte William Poncin (coord.) Gregory Reychler	FR [q2] [30h] [3 Credits]			x

Year
1 2 3

Alternatives

> Bachelor in Physiotherapy and Rehabilitation [Pour diplômé.es du master EDPH2M avec l'option motricité de l'UCLouvain]
[https://uclouvain.be/en-prog-2024-kine1ba-programme]

BACHELOR IN PHYSIOTHERAPY AND REHABILITATION [POUR DIPLÔMÉ.ES DU MASTER EDPH2M AVEC L'OPTION MOTRICITÉ DE L'UCLOUVAIN]

- Mandatory
-

				Year 1	2	3
O LKNR1105	Evidence based practice (EBP) / Clinical reasoning 1 *Cours ajouté à ce programme durant la durée de la transition, c'est à dire jusque 25-26.*	Laurent Pitance (coord.)	FR [q2] [30h] [5 Credits]			x
O LKINE9034	Stages cliniques (3 mois)	William Poncin (coord.)	FR [] [] [23 Credits]			x
O LKINE9035	Rapports de stages (3 mois de stages)	William Poncin (coord.)	FR [q1+q2] [] [2 Credits]			x

O Cours au choix

Un cours à choisir parmi les cours proposés ci-dessous.

⊠ LKINE1039	Technology & Rehabilitation	Guillaume Bastien Massimo Penta (coord.)	FR [q2] [45h+15h] [4 Credits]			x
⊠ LKINE1040	Ergonomy and readaptation					

- LFSM1101 - General chemistry and biomolecules
- LFSM1104 - Biology and fundamentals in histology

LIEPR1022 "Systems Physiology" has prerequisite(s) LFSM1101 AND LFSM1104

- LFSM1101 - General chemistry and biomolecules
- LFSM1104 - Biology and fundamentals in histology

LIEPR1023A "Sauvetage, réanimation et urgences de terrain (partim réanimation et urgence de terrain)" has prerequisite(s) LFSM1109 AND LKINE1011 AND LKINE1012

- LFSM1109 - Biomechanics and analysis of the musculoskeletal system
- LKINE1011 - Théorie de la formation psychomotrice de base
- LKINE1012 - Pratique de la formation psychomotrice de base

LIEPR1024 "Fundemental of neurophysiology and neuropsychology in motor control and motor learning" has prerequisite(s) LFSM1101 AND LFSM1104 AND LKINE1006

- LFSM1101 - General chemistry and biomolecules
- LFSM1104 - Biology and fundamentals in histology
- LKINE1006 - Fondements d'électrothérapie

LIEPR1025 "Physiology and biochemistry of exercise and nutrition" has prerequisite(s) LIEPR1021 AND LIEPR1022 AND LFSM1101 AND LFSM1104

- LFSME1011
- LIEPR1021 - Cellular physiology
- LIEPR1022 - Foneral chemistry and biomolecules
- LKIN1101

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•LFSME1012
•LFSM1104LFS TJ 0.0863 0.5176 0.9176 rg 1 0 0 -1 54.15200043 6.841.34988 0

- LFSM1102 - Essentials of systematic and functional anatomy
- LFSM1003 - Anatomy of the locomotor system and movement analysis
- LFSM1105 - Physics
- LFSM1109 - Biomechanics and analysis of the musculoskeletal system
- LKINE1021 - Basics of physical therapy

LKINE1033 "Seminar of motor re-education and physiotherapy" has prerequisite(s) LKINE1022

- LKINE1022 - Pathologies and physical therapy of the musculo-skeletal system

LKINE1036 "Complements of Neurophysiology" has prerequisite(s) LIEPR1021 AND LIEPR1022 AND LIEPR1024 AND LKINE1024

- LIEPR1021 - Cellular physiology
- LIEPR1022 - Systems Physiology
- LIEPR1024 - Fundementals of neurophysiology and neuropsychology in motor control and motor learning
- LKINE1024 - Pathology and Physiotherapy of the nervous system

LKINE1038 "Biomechanics applied to physiotherapy" has prerequisite(s) LFSM1105 AND LFSM1109 AND LKINE1005 AND LKINE1006

- LFSM1105 - Physics
- LFSM1109 - Biomechanics and analysis of the musculoskeletal system
- LKINE1005 - Fundamentals of locomotory physiotherapy
- LKINE1006 - Fondements d'électrothérapie

LKINE1039 "Technology & Rehabilitation" has prerequisite(s) LKINE1006

- LKINE1006 - Fondements d'électrothérapie

LKINE1040 "Ergonomy and readaptation" has prerequisite(s) LFSM1105 AND LFSM1109 AND LKINE1004

- LFSM1105 - Physics
- LFSM1109 - Biomechanics and analysis of the musculoskeletal system
- LKINE1004 - Introduction to Ergonomy

LKINE1041 "Complements of Pathology and cardio-respiratory physiotherapy" has prerequisite(s) LKINE1023

- LKINE1023 - Pathologies and physical therapy of the cardio-respiratory system

LKINE1234 "Psychomotor therapy" has prerequisite(s) LFSM1107 AND LKINE1002 AND LKINE1011 AND LKINE1012

- LFSM1107 - Psychology
- LKINE1002 - Handicaps and psychology
- LKINE1011 - Théorie de la formation psychomotrice de base
- LKINE1012 - Pratique de la formation psychomotrice de base

LKINE1300 "Méthodologie de la recherche en kinésithérapie et réadaptation" has prerequisite(s) LIEPR1003 AND LANGL1851

- LIEPR1003 - Treatment of data
- LANGL1851 - English for physiotherapists and physical educators

LKINE1390A "Didactique des enseignements en kinésithérapie, 1re partie (partim A)" has prerequisite(s) LKINE1021 AND LKINE1022 AND LKINE1023 AND LKINE1024 AND LKINE1006 AND LFSM1109

- LKINE1021 - Basics of physical therapy
- LKINE1022 - Pathologies and physical therapy of the musculo-skeletal system
- LKINE1023 - Pathologies and physical therapy of the cardio-respiratory system
- LKINE1024 - Pathology and Physiotherapy of the nervous system
- LKINE1006 - Fondements d'électrothérapie
- LFSM1109 - Biomechanics and analysis of the musculoskeletal system

LKINE1390B "Didactique des enseignements en kinésithérapie, 1re partie (partim B)" has prerequisite(s) LKINE1021 AND LKINE1022 AND LKINE1023 AND LKINE1024 AND LKINE1006 AND LFSM1109

- LKINE1021 - Basics of physical therapy
- LKINE1022 - Pathologies and physical therapy of the musculo-skeletal system
- LKINE1023 - Pathologies and physical therapy of the cardio-respiratory system
- LKINE1024 - Pathology and Physiotherapy of the nervous system
- LKINE1006 - Fondements d'électrothérapie
- LFSM1109 - Biomechanics and analysis of the musculoskeletal system

LKINE1390C "Didactique des enseignements en kinésithérapie, 1re partie (partim C)" has prerequisite(s) LKINE1021 AND LKINE1022 AND LKINE1023 AND LKINE1024 AND LKINE1006 AND LFSM1109

- LKINE1021 - Basics of physical therapy
- LKINE1022 - Pathologies and physical therapy of the musculo-skeletal system
- LKINE1023 - Pathologies and physical therapy of the cardio-respiratory system
- LKINE1024 - Pathology and Physiotherapy of the nervous system
- LKINE1006 - Fondements d'électrothérapie
- LFSM1109 - Biomechanics and analysis of the musculoskeletal system

LKINE1396 "Apprentissage moteur et neuroplasticité, module 1" has prerequisite(s) LIEPR1024 AND LKINE1234

- LIEPR1024 - Fundementals of neurophysiology and neuropsychology in motor control and motor learning
- LKINE1234 - Psychomotor therapy

LKINE9034 "Stages cliniques (3 mois)" has prerequisite(s) LFSM1102 AND LFSM1003 AND LKINE1003 AND LKINE1005 AND LKINE1021 AND LKINE1022 AND LKINE1023 AND LKINE1024

- LFSM1102 - Essentials of systematic and functional anatomy
- LFSM1003 - Anatomy of the locomotor system and movement analysis
- LKINE1003 - Handicap and Rehabilitation

LFSM1003	Anatomy of the locomotor system and movement analysis	Catherine Behets Wydemans (coord.) Arthur Dewolf	FR [q2] [52.5h] [6 Credits]
LKNR1101	Introduction to research methods	Dominique De Jaeger	FR [q2] [30h] [3 Credits]
LKNR1102			

LKINE1012	Pratique de la formation psychomotrice de base *Ce cours ne sera pas organisé en 2024-2025 car il ne fait plus partie du nouveau programme mis en place dès la rentrée. Il reste cependant répertorié dans le catalogue par obligation technique pendant la période de transition.*		FR [q2] [0h+30h] [2 Credits]

Sciences religieuses

Un cours à choisir parmi les cours proposés ci-dessous. Dans la perspective de leur formation, il est conseillé aux étudiant·es KINE de suivre le cours LTECO1004.

LTECO1001	Societies, Cultures, Religions: biblical readings	Sébastien Dehorter	FR [q2] [15h] [2 Credits]
LTECO1002	Societies-cultures-religions : Human Questions	Paulo Jorge Dos	

KINE1BA - 2ND ANNUAL UNIT

- Mandatory
- Optional
- Not offered in 2024-2025
- Not offered in 2024-2025 but offered the following year
- Offered in 2024-2025 but not the following year
- Not offered in 2024-2025 or the following year
- Activity with requisites
- Open to incoming exchange students
- Not open to incoming exchange students
- [FR] Teaching language (FR, EN, ES, NL, DE, ...)

Click on the course title to see detailed informations (objectives, methods, evaluation...)

Majeure

Formation de base en sciences exactes et biomédicales

LIEPR1023A	Sauvetage, réanimation et urgences de terrain (partim réanimation et urgence de terrain)	Pierre Bulpa	FR [q1] [15h

LKINE1234	Psychomotor therapy	Christine Detrembleur	FR [q1] [7.5h +15h] [4 Credits]

KINE1BA - 3RD ANNUAL UNIT

- Mandatory
- Optional
- Not offered in 2024-2025
- Not offered in 2024-2025 but offered the following year
- Offered in 2024-2025 but not the following year
- Not offered in 2024-2025 or the following year
- Activity with requisites
- Open to incoming exchange students
- Not open to incoming exchange students
- [FR] Teaching language (FR, EN, ES, NL, DE, ...)

Click on the course title to see detailed informations (objectives, methods, evaluation...)

Majeure

Formation de base en sciences exactes et biomédicales

LIEPR1025	Physiology and biochemistry of exercise and nutrition	Louise Deldicque Marc Francaux (coord.) Patrick Henriet	FR [q2] [75h +7.5h] [8 Credits]
LKINE1300	Méthodologie de la recherche en kinésithérapie et réadaptation	Robert Hardwick (coord.) Sophie Patris Gregory Reychler	FR [q2] [22.5h] [3 Credits]
LIEPR1026	Statistics	Céline Bugli	FR [q2] [15h +15h] [3 Credits]

EN	ANGL2451	English - communication skills	Stéphanie Brabant Philippe Denis Claudine Grommersch (coord.) Carlo Lefevre Sandrine Meirlaen Jean-Paul Nyssen Lutgarde Schrijvers	EN [q2] [30h] [2 Credits]
	⊠ LNEER2451			

KINE1BA - Information

Access Requirements

Decree of 7 November 2013 defining the landscape of higher education and the academic organization of studies.
The admission requirements must be met prior to enrolment in the University.

In the event of the divergence between the different linguistic versions of the present conditions, the French version shall prevail.

SUMMARY

General access requirements

Except as otherwise provided by other specific legal provisions, admission to undergraduate courses leading to the award of a Bachelor's degree will be granted to students with one of the following qualifications :

1. A Certificate of Upper Secondary Education issued during or after the 1993-1994 academic year by an establishment offering full-time secondary education or an adult education centre in the French Community of Belgium and, as the case may be, approved if it was issued by an educational institution before 1 January 2008 or affixed with the seal of the French Community if it was issued after this date, or an equivalent certificate awarded by the Examination Board of the French Community during or after 1994;

2. A Certificate of Upper Secondary Education issued no later than the end of the 1992-1993 academic year, along with official documentation attesting to the student's ability to pursue higher education for students applying for a full-length undergraduate degree programme;

3. A diploma awarded by a higher education institution within the French Community that confers an academic degree issued under the above-mentioned Decree, or a diploma awarded by a university or institution dispensing full-time higher education in accordance with earlier legislation;

4. A higher education certificate or diploma awarded by an adult education centre;

5. A pass certificate for one of the entrance examinations organized by higher education institutions or by an examination board of the French Community; this document gives admission to studies in the sectors, fields or programmes indicated therein;

6. A diploma, certificate of studies or other qualification similar to those mentioned above, issued by the Flemish Community of Belgium, the German Community of Belgium or the Royal Military Academy;

7. A diploma, certificate of studies or other qualification obtained abroad and deemed equivalent to the first four mentioned above by virtue of a law, decree, European directive or international convention;

Note:

Requests for equivalence must be submitted to the Equivalence department (Service des équivalences) of the Ministry of Higher Education and Scientific Research of the French Community of Belgium in compliance with the official deadline.

The following two qualifications are automatically deemed equivalent to the Certificate of Upper Secondary Education (Certificat d'enseignement secondaire supérieur – CESS):

- European Baccalaureate issued by the Board of Governors of a European School,

- International Baccalaureate issued by the International Baccalaureate Office in Geneva.

8. Official documentation attesting to a student's ability to pursue higher education (diplôme d'aptitude à accéder à l'enseignement supérieur - DAES), issued by the Examination Board of the French Community.

Specific access requirements

- Access to bachelor programmes for candidates of nationality outside the European Union who are not assimilated to Belgian nationals is subject to the following criteria:
  - not have obtained a secondary education diploma for more than 3 years maximum. Example: for an admission application for the academic year 2024-2025, you must have obtained your diploma during the academic years 2021-2022, 2022-2023 ou 2023-2024. In the French Community of Belgium, the academic year runs from September 14 to September 13
  - not already hold an undergraduate degree
-

- For any secondary school diploma **from a European Union country**, the admission request must contain the equivalence of your diploma or, at the very least, proof of the filing of the equivalence request with the Wallonia-Brussels Federation (French Community of Belgium). For any information relating to obtaining an equivalence, please refer to the following site.
- For any secondary school diploma **from a country outside the European Union**, the admission application must contain the equivalence of your diploma issued by the Wallonia-Brussels Federation (French Community of Belgium). If you have a restrictive equivalence for the programme of your choice, in addition of it, you **must** have either the DAES or a certificate of successful completion of the examination giving access to 1st cycle studies when you submit your application

Access based on validation of professional experience

Admission to undergraduate studies on the basis of accreditation of knowledge and skills obtained through professional or personal experience (Accreditation of Prior Experience)

Subject to the general requirements laid down by the authorities of the higher education institution, with the aim of admission to the undergraduate programme, the examination boards accredit the knowledge and skills that students have obtained through their professional or personal experience.

This experience must correspond to at least five years of documented activity, with years spent in higher education being partially taken into account: 60 credits are deemed equivalent to one year of experience, with a maximum of two years being counted. At the end of an assessment procedure organized by the authorities of the higher education institution, the Examination Board will decide whether a student has sufficient skills and knowledge to successfully pursue undergraduate studies.

After this assessment, the Examination Board will determine the additional courses and possible exemptions constituting the supplementary requirements for the student's admission.

Special requirements to access some programmes

- Admission to **undergraduate studies in engineering: civil engineering and architect**

  Pass certificate for the special entrance examination for undergraduate studies in engineering: civil engineering and architect.

  Admission to these courses is always subject to students passing the special entrance examination. Contact the faculty office for the programme content and the examination arrangements.
- Admission to **undergraduate studies in veterinary medicine**

  Admission to undergraduate studies in veterinary medicine is governed by the Decree of 16 June 2006 regulating the number of students in certain higher education undergraduate courses (non-residents).
- Admission to **undergraduate studies in physiotherapy and rehabilitation**

  Admission to undergraduate studies in physiotherapy and rehabilitation is governed by the Decree of 16 June 2006 regulating the number of students in certain higher education undergraduate courses (non-residents).
- Admission to **undergraduate studies in psychology and education: speech and language therapy**

  Admission to undergraduate studies in psychology and education: speech and language therapy is governed by the Decree of 16 June 2006 regulating the number of students in certain higher education undergraduate courses (non-residents).
- Admission to **undergraduate studies in medicine and dental science**

  Admission to undergraduate studies in medecine and dental science is governed by the Decree of 16 June 2006 regulating the number of students in certain higher education undergraduate courses (non-residents).

  Note: students wishing to enrol for a **Bachelor's degree in Medicine** or a **Bachelor's degree in dental science** must first sit an aptitude test (fr).
- Access to **Bachelor of Science in Business Engineering**

  The Bachelor of Science in Business Engineering is a joint program organised by KU Leuven and UCLouvain Saint-Louis Bruxelles. In order to register, all candidate must first submit an application via the KU Leuven admission platform. The conditions of access to this programme are specific.

Specific professional rules

These studies lead to a professional title subject to specific rules or restrictions on professional accreditation or establishment.

You will find the necessary legal information by clicking here.

Teaching method

Throughout their bachelor's course in physiotherapy and rehabilitation, the student is confronted with varied learning systems: lectures, tutoring, forum theater sessions, practical work, internships.

Lecture courses are mainly present at the level of basic training in exact and biomedical sciences; teachers of these subjects nevertheless take care to encourage student proactivity, through the use of MOOCs and the organization of monitoring to complement the course, for example. More specific training in physiotherapy calls for more varied teaching methods, including practical work and monitoring.

Completing internships allows the student to use the skills acquired in courses and to familiarize themselves with the work environment specific to the profession of physiotherapist. Forum theater sessions accompanying the internships encourage the student's reflexivity and develop their therapeutic communication skills.

The training thus finds its richness and specificity in its numerous anchors:

• Training shared with physical education: in exact and biomedical sciences (anatomy, biology, chemistry, physics, physiology,

Contacts

Curriculum Management

Faculty

Structure entity