



## EDPH1BA - Introduction

### Introduction

#### Introduction

Studying for a bachelor's degree in physical education gives you the opportunity to explore the many facets of sport, physical activity, health and movement.

This programme enables you to acquire the general and specific theoretical knowledge and practical skills needed to become competent professionals in the field of physical education.

Through a variety of courses covering physiology, psychology, sociology, pedagogy and management of sport and physical activity, you will be prepared to design training programmes, run physical education classes and promote an active and healthy lifestyle to different audiences.

These studies also offer you opportunities to obtain additional diplomas in the fields of physical activity and sport (for example, Adeps diplomas).

At the end of the first cycle, you will :

- have developed your physical and motor skills in a wide range of sports ;
- have a solid scientific background, which will help to make you a versatile and adaptable professional;
- have acquired initial experience in teaching physical and sports activities.

#### Your profile

If you're interested in sport and physical activity - teaching, training or management - and would like to expand your knowledge of both theory and practice in this area, then studying physical education at university may be for you.

If you recognise yourself in the above profile, ask yourself the following questions:

- Do you have a good scientific background (biology, chemistry and physics) and would you like to study these subjects in greater depth?
- Do you have a bit of a sporting background? Are you passionate about understanding and improving sportsmanship?
- Do you want to understand the economic, political and social issues surrounding sport and physical activity?
- Do you enjoy contact with other people? Do you want to help other people get back into shape or excel in a sporting discipline?
- Do you want to get involved and take on responsibilities in the world of physical activity, sport and/or education?

If you have no contraindications to practising sport and you are enthusiastic and motivated to study physical education in all its forms, that's already a good start.

Don't forget that, generally speaking, success at university requires cognitive skills: a good command of written and spoken French, reading comprehension of English, the ability to analyse and summarise, as well as organisational and interpersonal skills.

#### Your future job

Your skills will enable you to work with all sections of the population to meet the specific needs of physical activity and sport and thus contribute to the development of everyone, individually or collectively.

Your work will be adapted to the target audience (children, teenagers, adults, the elderly or disabled, public, professional or private non-market sports organisations).

You will be able to apply your skills in a variety of environments: secondary education, sports management, coaching amateur sportsmen and women through to top-level sportsmen and women, the paramedical field, etc.

#### Your programme

The bachelor's degree offers you:

- the scientific foundations needed to understand movement: chemistry, biology, anatomy, biomechanics, physiology, psychology, philosophy, sociology, etc. ;
- the theoretical foundations specific to the motor sciences, on which you will build your teaching and professional practice: training, motor learning, introduction to sports management, health promotion, etc. ;
- mastery of physical activities and sports disciplines: athletics, gymnastics, team sports, swimming, expressive activities, etc. ;
- training in the pedagogical principles specific to the teaching of physical activities and sport;
- sports lessons given by specialists at the Blocry sports complex, just a few minutes from your classrooms.

The teaching is based on scientific principles nurtured by high-quality research carried out by the faculty's academics.

Once you have obtained your bachelor's degree, you can continue your training with a Master's degree in motor sciences, specialising in physical education, or a Master's degree in initial teacher training.

## EDPH1BA - Teaching profile

### Learning outcomes

**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 program before 2024-25? For the ' Learning outcomes' section intended for you, refer to [the program published in 2023-24](#).

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The challenge that the bachelor's student in motor skills, general orientation is preparing to take on is to train as best as possible to tackle the training offered in the master's degree in motor skills, physical education orientation organized by the Faculty of Motor Sciences. motor skills.

The objective is to acquire the knowledge and skills necessary to become men and women attentive to the needs that our society experiences in terms of movement.

The bachelor's program allows the student to acquire knowledge and skills that will enable them to

- critically analyze the characteristics of the movement and its effects
- identify and analyze the specificities of target audiences, particularly in terms of age and motor, physiological, psychological or sociological characteristics,
- is able to communicate what he or she has learned appropriately.

During his bachelor's program, the future graduate in physical education will have developed his training project and his personal project which he will continue during his master's program with increasing autonomy.

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

#### 1) Intervention

**Identify, analyze and put into practice the intervention processes (prepare, observe, analyze, give and evaluate) in the field of physical and sporting activity in situations close to the professional context but delimited and fictitious, by mobilizing knowledge specialized scientists and appropriate technologies, with regard to the context and the objectives sought.**

- 1.1 Analyze a given context (sectors, actors, etc.) in the world of sport, physical education and physical activity in order to intervene in a fictitious way.
- 1.2 Exercising your own physical and sporting activity at a level of mastery allowing for the expertise in movement necessary for your future professional practice.
- 1.3 Design and plan a relevant intervention with regard to the objectives of the problem.
- 1.4 Carry out the intervention in a relevant manner with regard to the objectives of the problem.
- 1.5 Carry out the intervention in a relevant manner with regard to the objectives of the problem.
- 1.6 Integrate innovative practices including new technologies into its interventions in an adjusted manner.
- 1.7 Through or among the different stages of the intervention process (prepare, observe, analyze, give and evaluate), identify the issues of social and environmental transition and understand their interdependence.
- 1.8 Be able to supervise your student peers in a physical and sporting activity and adjust your intervention to its recipients taking into account the context and the objectives sought.

#### 2) Scientific procedure

**Understand a scientific research approach in motor science.**

- 2.1 Understand the process and fundamental concepts of scientific study, including the importance of empirical data and scientific reasoning.
- 2.2 Understand and extract relevant information from various validated scientific sources.
- 2.3 Know why to apply statistical tests.
- 2.4 Be able to critically evaluate the research presented (including identifying study limitations and potential sources of bias).
- 2.5 Cite and reference their work in accordance with the standards of the scientific world,

#### 3) Health promotion

**Know the basic principles of promoting the physical, mental and social health of the population through physical and sporting activity, while being aware of the environmental dimension of one's actions.**

- 3.1 Know the basic principles that physical and sporting activity can provide for everyone as a pillar of physical, mental and social health.
- 3.2 Be aware of the multidisciplinary framework of health promotion through physical and sporting activity as well as the role of the future physical education graduate in this framework.
- 3.3 Be aware that through health promotion it is possible to reduce inequalities while taking into account the eco-socio-cultural context and consequences.
- 3.4 Know the different elements characterizing environments favorable to physical and sporting activity and become aware of postures that promote learning and autonomy for the individual or group in relation to their practice.

#### 4) Communication

**Communicate and dialogue in a manner that is relevant to the intervention objectives and adapted to the characteristics of the interlocutors and the fictional context linked to motor skills sciences.**

- 4.1 Explain and argue one's opinions and points of view on the basis of scientific knowledge in an appropriate, relevant and convincing manner in relation to one's peers and teachers.

- 4.2 Dialogue effectively and appropriately with your peer(s) and teachers, demonstrating listening skills, empathy and assertiveness.
- 4.3 Effectively use different techniques and various oral communication tools (visual supports, presentation, verbal and body language, etc.).
- 4.4 Communicate your message in writing appropriately depending on the situation (peer/teacher, type of message, type of communication channel, objective of the message, etc.).
- 4.5 Express a message in a clear and structured way, in English and/or Dutch, adapting to the target audience and respecting context-specific communication standards.
- 4.6 Construct an argument: understand the needs and points of view of your peers, put forward your arguments in an appropriate, relevant and convincing way, be able to identify points of agreement.

#### 5) Teamwork

##### **Integrate and collaborate within a mono- or interdisciplinary team activity linked to motor skills sciences.**

- 5.1 Understand your position and role, your field of action and expertise with regard to a problem in a given context within a mono- or interdisciplinary team.
- 5.2 Decode the behaviors of the members of a team to which he contributes, the activities associated with them and the impact of the context on group dynamics in order to adapt to them.
- 5.3 Integrate and be able to collaborate within a team, be open and take into consideration different points of view and ways of thinking, constructively manage differences and conflicts, embrace diversity

#### 6) Project management

##### **Define and manage a motor science project to completion, taking into account the objectives, resources and constraints inherent in the project environment.**

- 6.1 Frame the project in its environment and situate the challenges and purposes of the project as well as the constraints that characterize its environment.
- 6.2 Clearly define the project objectives and define the expected result indicators by associating milestones for each stage of the process.
- 6.3 Organize, manage and control the process: structure and define the schedule of tasks to be carried out; identify and allocate human and material resources; coordinate tasks; take into account the constraints and risks to be anticipated.

#### 7) Deontology and ethics

##### **Act as a responsible and reflective actor by developing professional know-how and interpersonal skills while respecting the ethics and deontology specific to motor skills sciences.**

- 7.1 Know the ethical and professional framework linked to your future professional practice, with specific attention to the accuracy of the relationship with the body.
- 7.2 Develop intellectual independence in reasoning, take a critical and reflective look at knowledge (academic and common sense) and practical knowledge, taking into account their context of emergence and their purposes.
- 7.3 Demonstrate distancing from your prejudices and decenter yourself from your own point of view and cultural values.
- 7.4 Become aware of ethical, humanist values, integrity, respect for laws and conventions, citizen solidarity and sustainable development.

#### 8) Personal and professional development

##### **Learn to know yourself and be autonomous, be able to adapt effectively to new contexts and evolve positively.**

- 8.1 Manage your work independently: define your priorities, anticipate and plan all your work activities over time, demonstrate rigor and structuring in your work, including in a changing, uncertain and emergency context.
- 8.2 Know yourself and master yourself: be aware of and manage your own emotions, take a critical step back from your own productions and actions to recognize your strengths and weaknesses, deal with your strengths and weaknesses to have a professional attitude and behavior.
- 8.3 Orient yourself and develop yourself: know the different areas of physical education in order to be able to build a professional project in line with your own values and aspirations, maintain self-confidence and manage your motivation in the realization of this project, persevere in difficult situations.
- 8.4 Learn effectively and autonomously: develop effectively and autonomously new knowledge and skills essential to being able to evolve in a professional environment, learning from successes and mistakes in a logic of continuous development.

#### 9) Fundamental knowledge

##### **Demonstrate your understanding of the human, exact and biomedical sciences as the basis of an intervention in the field of motor skills sciences.**

- 9.1 Demonstrate knowledge and critical understanding of the in-depth knowledge base (models, theories, concepts) in the human, exact and biomedical sciences.
- 9.2 Describe fundamental principles of motor skills by articulating and integrating knowledge from different areas of basic sciences.
- 9.3 Critically resolve different situations related to motor skills by mobilizing the knowledge base of the human, exact and biomedical sciences.

## Programme structure

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### **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](#).

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It is through the study of movement that the Faculty of Motor Sciences (FSM) asserts its specificity within the university and society. At the start of their studies in physical education, students share their general training with physiotherapy and rehabilitation students. This partial equivalence of training facilitates any reorientation.

Studies in physical education are based on the mastery of physical activities and sports disciplines, as well as on the theoretical knowledge on which this practical training is based. The Bachelor's degree in physical education totals 180 credits divided, according to a standard programme, into 3 blocks of 60 credits each.

This division into three annual blocks takes into account the prerequisites and presents a typical pathway for students who successfully complete each year of their training. The programme consists of a major of 150 credits and a **minor of 30 credits**, chosen by the student from the FSM or another faculty.

### Main subjects

The teaching provided during the bachelor's degree course in motor sciences, general orientation, finds its richness and specificity in its multiple roots. From the first year of study, the standard programme offers specific practical training for physical education students. From the second annual block of the bachelor's programme, the standard programme offers students choices to enrich their training in sports practice (15 credits per year).

With around twenty hours of classes per week, the programme gives students the time they need for study and personal training.

- Training in exact, biomedical, human and social sciences, motor sciences (shared with physiotherapy):
- Anatomy and movement analysis - Biology - Chemistry - Critical thinking - Physics - Biomechanics - Neurophysiology - Philosophy - Physiology - Psychology.
- Training in motor sciences specific to physical education:
  - Introduction to physical activity and health - Sport and society - Theoretical foundations of training - Lifelong personal development - Socio-historical, legal, economic and institutional dimensions of physical activities and sport - Communication techniques in physical education - Fundamentals of motor learning - Health promotion through physical activity - Introduction to sport management.
- Practical and pedagogical training specific to physical education :
  - Physical, sporting and expressive activities: Athletics - Dance and expressive activities - Gentle techniques - Artistic gymnastics and acrobatic sports - Games and team sports - Swimming - Didactics of physical and sporting activities.
- Language training : English compulsory and Dutch optional.

## EDPH1BA Programme

### Detailed programme by subject

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**The programs of the FSM are currently undergoing reforms.**

Are you enrolling for the first time in the first year of bachelor's in 2024-25 ? Only the 1st annual unit specified on this page is intended for you. To view your program in 2nd and 3rd annual unit, [click here](#).

Did you enroll in this program before 2024-25 ? Only the 2nd and 3rd annual units on this page are intended for you. To see your complete program, refer to the program published [in 2023-24](#).

- 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...)

Year

**1 2 3**

### o Programme de base (150 credits)

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Year

1 2 3

● LFSM1102	Essentials of systematic and functional anatomy	Catherine Behets Wydemans (coord.) Antoine Chretien Ludovic Kaminski	
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## Course prerequisites

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The **table** below lists the activities (course units, or CUs) for which there are one or more prerequisites within the programme, i.e. the programme CU for which the learning outcomes must be certified and the corresponding credits awarded by the jury before registering for that CU.

These activities are also identified **in the detailed programme**: their title is followed by a yellow square.

### **Prerequisites and student's annual programme**

As the prerequisite is for CU registration purposes only, there are no prerequisites within a programme year. Prerequisites are defined between CUs of different years and therefore influence the order in which the student will be able to register for the programme's CUs.

In addition, when the jury validates a student's individual programme at the beginning of the year, it ensures its coherence, meaning that it may:

- require the student to combine registration in two separate CUs which it considers necessary from a pedagogical point of view.
- transform a prerequisite into a corequisite if the student is in the final year of a degree course.

For more information, please consult the [Academic Regulations and Procedures](#).

### **FSM programs are being reformed**



## The programme's courses and learning outcomes

For each UCLouvain training programme, a [reference framework of learning outcomes](#) specifies the the skills expected of every graduate on completion of the programme. Course unit descriptions specify targeted learning outcomes, as well as the unit's contribution to reference framework of learning outcomes.

## Detailed programme per annual block

### EDPH1BA - 1ST 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...)

### o Programme de base

#### o Formation de base en sciences exactes et biomédicales

○ LFSM1101	<a href="#">General chemistry and biomolecules</a>	Patrick Henriet	FR [q1] [37.5h] [4 Credits] 🌐
○ LFSM1102	<a href="#">Essentials of systematic and functional anatomy</a>	Catherine Behets Wydemans (coord.) Antoine Chretien Ludovic Kaminski	FR [q1] [37.5h] [5 Credits] 🌐
○ LFSM1103	<a href="#">Critical thinking and scientific posture</a>	Julie Duque	FR [q1] [37.5h] [4 Credits] 🌐
○ LFSM1104	<a href="#">Biology and fundamentals in histology</a>	Catherine Behets Wydemans Patrick Henriet	FR [q2] [45h] [5 Credits] 🌐
○ LFSM1105	<a href="#">Physics</a>	Laurent Francis Dimitri Lederer Vincent Legat	FR [q1] [37.5h +15h] [5 Credits] 🌐
○ LFSM1109	<a href="#">Biomechanics and analysis of the musculoskeletal system</a>	Arthur Dewolf	FR [q2] [45h +15h] [5 Credits] 🌐
○ LIEPR1003	<a href="#">Treatment of data</a> <i>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.</i>	Yannick Bleyenheuft	FR [q2] [15h+15h] [4 Credits] △ 🌐

#### o Formation de base en sciences humaines

○ LFSM1106	<a href="#">Philosophy and ethics in motor science</a>	Jacob Schmutz	FR [q1] [30h] [3 Credits] 🌐
○ LFSM1107	<a href="#">Psychology</a>	Stefan Agrigoroaei Bénédicte Thonon (compensates Damien Brevers)	FR [q1] [30h] [3 Credits] 🌐







## EDPH1BA - 3RD ANNUAL UNIT

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- 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, ...)

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

### o Programme de base

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#### o Formation de base en sciences exactes et biomédicales

● LIEPR1025	Physiology and biochemistry of exercise and nutrition ■	Louise Deldicque Marc Francaux (coord.) Patrick Henriet	
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## o Formation en langues

### o Cours au choix

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

LANGL2451	English - communication skills 🇺🇸	Stéphanie Brabant Philippe Denis Marie Duetz Claudine Grommersch (coord.) Carlo Lefevre Sandrine Meirlaen Jean-Paul Nyssen Lutgarde Schrijvers	EN [q2] [30h] [2 Credits] 🌐
LNEER2451	Dutch communication skills for students in Physiotherapy, Sports and Physical Training 🇳🇱	Katrien De Rycke (coord.)	NL [q2] [30h] [2 Credits] 🌐

## o Minor or additional module

L'étudiant choisit une mineure parmi l'ensemble des mineures offertes à l'UCLouvain ou un approfondissement en pratiques sportives à raison de 15 crédits en BAC2 et 15 crédits en BAC3.

Maximum 1 element(s)

## EDPH1BA - 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](#)
- [Specific access requirements](#)
- [Access based on validation of professional experience](#)
- [Special requirements to access some programmes](#)

### 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;

- 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 1<sup>st</sup> 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 throughence, ted. At00000eryeofe filing of thef k98.7e

## Teaching method

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The alternation between scientific training and training in the practice of physical activities and sport is highly specific to physical education training. Learning activities therefore use a range of teaching methods, from a purely individual theoretical approach to the construction of knowledge and know-how as part of a team, with the emphasis on interdisciplinarity and innovation through new technologies. Training for a bachelor's degree in physical education thus makes students players in their own training and co-actors in the training of their peers, while respecting the ethics and deontology of their discipline.

Lectures in the motor sciences are particularly aimed at developing the specific knowledge and skills on which the know-how developed in practical training is based.

The use of tutoring, monitoring and practical work is a major asset in the training provided in lectures relating to the exact, biomedical and human sciences. In this way, the knowledge imparted in these courses is based on a concrete scientific approach at the cutting edge of research.

## Evaluation

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***The evaluation methods comply with the regulations concerning studies and exams. More detailed explanation of the modalities specific to each learning unit are available on their description sheets under the heading "Learning outcomes evaluation method".***

Each course is assessed in the form of examinations, organised in two main sessions: one in January and the other in June. The September session is a make-up session. Students are informed of the exact examination arrangements at the beginning of the course. For theory courses, assessment is based on a written or oral exam, depending on the course. It may be combined with and/or replaced by continuous assessment elements.

For practical training, assessment is continuous and may be supplemented by a final assessment. It places the emphasis on know-how in the field of physical education, but also on behavioural skills, which are central to a training programme that focuses on skills-sharing professions.

To obtain the average, the marks obtained for the teaching units are weighted by their respective credits.

## Mobility and/or Internationalisation outlook

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During their course, all students have the opportunity to spend part of their course in a foreign country thanks to the many partnerships developed by the WSF in Europe (France, Switzerland, Spain) and outside Europe (Canada, Chile).

## Possible trainings at the end of the programme

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Position of the programme in the curriculum :

Master's degree accessible without prerequisites: the bachelor's degree gives direct access to the master's programme in motor sciences, physical education orientation and the master's programme in initial teacher training.

Other courses available on completion of the programme:

- Master's degree accessible with additional prerequisites: Master's programme in physiotherapy and rehabilitation;
- UCLouvain Master's degree accessible directly: Master's degree (120 credits) in population and development sciences.

## Contacts

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### Curriculum Management

Faculty

Structure entity

SSS/FSM

Denomination

Faculty of Movement and Rehabilitation Sciences (FSM)

Sector

Health Sciences (SSS)

Acronym

FSM

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Mandate(s)

- Dean : Marc Francaux

Commission(s) of programme

- Commission d'encadrement en éducation par le mouvement ([EDPM](#))

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