

**At Louvain-la-Neuve - 180 credits - 3 years - Day schedule - In French**

Dissertation/Graduation Project : **NO** - Internship : **YES**

Activities in English: **YES** - Activities in other languages : **NO**

Activities on other sites : **NO**

Main study domain : **Sciences de la motricité**

Organized by:



## 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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and expressive activities - Gentle techniques - Artistic gymnastics and  
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, ...)

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

Year

1 2 3

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

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The 150 credits obtained from the compulsory studies are completed by 30 credits from personalised courses that the student selects from among several options.

From the second year of the Bachelor's programme on, the student may therefore opt for any of the following :

- for a collection of options and associated work experience which complements the practical sports training : From audacity in security to climbing - Outdoor Endurance Sports and associated work experience - Nature and physical and sports activities - Racket Sports - Self-defence
- for an ensemble of specific courses in Kinesitherapy and Rehabilitation (this second optional course possibility also makes it easier for the student to envisage obtaining two diplomas - one in Physical Education and one in Kinesitherapy and Rehabilitation)
- for an opening in another subject taught at UCLouvain, through the choice of a minor proposed by another UCLouvain faculty, on parallel with the pursuit of the studies in Physical Education. **Cette paraphe est répétée! voir ci-dessus.**

[> Minor in Law \(access\)](#) [ en-prog-2024-minadroi ]

[> Minor in Antiquity: Egypt, Eastern World, Greece, Rome](#) [ en-prog-2024-minanti ]

## 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
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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	
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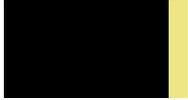


LEDPH1026

Fitness

Louise Deldicque

[q1+q2]  
[0h  
+30h] [2  
Credits]









- 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](#)

## 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
Postal address	Place Pierre de Coubertin 1 - bte L8.10.01 1348 Louvain-la-Neuve Tel: <a href="tel:+32210474419">+32 (0) 10 47 44 19</a> - Fax: <a href="tel:+32210473106">+32 (0) 10 47 31 06</a>

Mandate(s)

- Dean : Marc Francaux

Commission(s) of programme

- Commission d'encadrement en éducation par le mouvement ([EDPM](#))
- Commission d'encadrement en sport, exercices physiques et santé ([EXRC](#))
- Commission d'encadrement en physiologie et biomécanique de la locomotion (

