

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 sit2025

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

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?

- 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

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](#).

Year

1 2 3

● LFSM1102	Essentials of systematic and functional anatomy	Catherine Behets Wydemans (coord.) Antoine Chretien Ludovic Kaminski	
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⌘ LANGL2451



Course prerequisites

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:

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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
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○ LEDPH1026	Fitness 	Louise Deldicque	FR [q1+q2] [0h +30h] [2 Credits] 
○ LEDPH9012	Pratique complémentaire d'une activité physique et sportive 2 (stage) 	Marc Francaux (coord.)	FR [q1+q2] [] [2 Credits] 

o Formation en langues

○ LANGL1851	English for physiotherapists and physical educators	Fanny Desterbecq Sandrine Meirlaen Jean-Paul Nyssen (coord.) Hila Peer Mark Theodore Pertuit Florence Simon	EN [q1+q2] [45h] [4 Credits] 
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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 - 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...)

o Programme de base**o Formation de base en sciences exactes et biomédicales**

● LIEPR1025	Physiology and biochemistry of exercise and nutrition ■	Louise Deldicque Marc Francaux (coord.) Patrick Henriot	FR [q2] [75h +7.5h] [8 Credits] 🌐
● LIEPR1023	Life saving, resuscitation and first aid ■	Eddy Bodart Pierre Bulpa (coord.) Patrick Honoré Isabelle Michaux John Mitchell Henri Thonon	FR [q1] [30h +30h] [4 Credits] 🌐
● LIEPR1024	Fundamentals of neurophysiology and neuropsychology in motor control and motor learning ■	Julie Duque (coord.) Marcus Missal	FR [q1] [45h] [4 Credits] 🌐

o Formation théorique en sciences de la motricité

● LEDPH1046	Psychomotor development throughout life ■	Christine Detrembleur	FR [q1] [30h] [3 Credits] 🌐
● LEDPH1048	Legal, economic and institutional aspects of physical and sport activities ■	Sebastien Depré Arthur Lefebvre (coord.)	FR [q2] [30h] [3 Credits] 🌐
● LEDPH1049	Socio-historical and ethical dimension of physical and sports activities ■	Sebastian de Geus (coord.) Dries Vanysacker	FR [q1] [37.5h] [3 Credits] 🌐

o Formation pratique et méthodologique en éducation physique

● LEDPH1042	Methodology of swimming ■	Marc Francaux	FR [q1+q2] [7.5h +30h] [3 Credits]
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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;
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):

- 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 [sTJ /F1 t](#)

Teaching method

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

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

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

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

Curriculum Management

