

At Louvain-la-Neuve - 120 credits - 2 years - Day schedule - In FrenchDissertation/Graduation Project : **YES** - Internship : **YES**Activities in English: **NO** - Activities in other languages : **NO**Activities on other sites : **NO**Main study domain : **Sciences de l'éducation et Enseignement**Organized by: **Faculty of Movement and Rehabilitation Sciences (FSM)**Programme acronym: **EDPH2M4****Table of contents**

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EDPH2M4 - Introduction

Introduction

Introduction

The master's degree in teaching (section 4) is the educational qualification required for access to the teaching profession in upper secondary education. It is awarded on completion of a 120-credit course.

This course is a second cycle course obtained after a bachelor's degree giving access to this master's in teaching (section 4). The subject focus of this Master's in Teaching (section 4) determines the subjects that can be taught in upper secondary education.

The aim of the Master's in Teaching (Section 4) is to provide students with initial training that enables them to acquire the knowledge and skills they need to make an effective start in the teaching profession and to develop positively.

Your profile

You :

- wish to teach your subject in the last three years of upper secondary education
- meet the entry requirements for this programme

Your future job

- Teacher in upper secondary education
- A key person to effectively intervene and reflect on health education strategies through physical activity.
- Professionals capable of thoughtfully and effectively organizing and supervising physical and sports activities adapted to all populations.

Your programme

The programme is based on :

- a teaching method that alternates lectures, seminars in small groups, conferences and professional practice placements ;
- a programme approach that closely and complementarily combines theory and practice;
- a strong emphasis on work placements in upper secondary education, with support for professional practice throughout the course
- students are given responsibility for acquiring the knowledge, skills and attitudes associated with the teaching profession.

EDPH2M4 - Teaching profile

Learning outcomes

With its partner universities involved in this program, UCLouvain's goal is to train teaching professionals who are knowledgeable, creative, and autonomous, ready to work in a team, and committed to a democratic project for both education and society.

Teachers are called upon to play a vital role with their students, as specified in the French Education Code of May 3, 2019:

- Promote self-confidence and the personal development of each student;
- Enable all students to acquire knowledge and skills that enable them to learn throughout their lives and take an active role in economic, social, and cultural life;
- Prepare all students to be responsible citizens, capable of contributing to the development of a democratic, inclusive, pluralistic society open to other cultures;
- Ensure equal opportunities for social emancipation for all students.

Initial teacher training is based on the mastery of prerequisite skills that the student will need to apply and develop through various activities in their Master's program:

- knowledge of the discipline(s) to be taught;
- clear and accurate communication in the language of instruction, both orally and in writing;
- a critical and independent approach to reference knowledge (scientific and cultural);
- interpersonal skills relevant to the profession's profile;
- a rich general knowledge and openness to cultural diversity that will help awaken future students to the world and its transformations;
- a commitment to contributing to the democratizing role of education.

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

1. The skills of the institutional, social and cultural player. These skills are reflected in the following abilities:
 - 1.1. act as a social and cultural player within schools and society, including in their transformation, integrating diversity and developing civic practices for greater social cohesion ;
 - 1.2. understand the ethical issues and respect the ethical and regulatory frameworks of the profession from a democratic and responsible perspective;
 - 1.3. analyse the organisational and institutional environment of the education system and act within it, in particular by interacting with colleagues, parents, management and other players in order to :
 - 1.3.1. be part of the school's management process and take part in processes to improve the French Community's education system;
 - 1.3.2. make the school a place where pupils learn, develop and train in a positive climate, and not a place of selection.
 - 1.4. control his/her administrative situation and monitor his/her personal administrative file;
2. The skills of the player in a learning organisation in a collective dynamic. These skills are reflected in the following abilities:
 - 2.1. become involved in collaborative working within an educational team in order to increase professionalism and expertise by mobilising collective intelligence, particularly during consultations ;
 - 2.2. identify his/her individual training needs and participate in identifying the training needs of the teaching team;
 - 2.3. contribute to the dissemination, within the educational team, of the knowledge acquired through continuous training or the skills developed through such training or through experience.
3. The skills of the organiser and coach of learning in an evolving dynamic. These skills are reflected in the following abilities:
 - 3.1. mastery of subject content, its epistemological foundations, its scientific and technological development, its didactics and the methodology of its teaching;
 - 3.2. mastery of knowledge relating to the learning process and research into the various models and theories of teaching;
 - 3.3. have a thorough command of written and spoken French in order to teach and communicate adequately in the various contexts and disciplines related to the profession;
 - 3.4. take account of and develop the linguistic dimensions of learning and teaching, paying attention to the language of schooling or language of learning and being aware of the socially and culturally unequal nature of familiarisation with it;
 - 3.5. act as a teacher within the class and the school as a whole, in particular through :
 - 3.5.1. devising and implementing a teaching and learning approach, including a variety of practices designed to boost pupils' motivation and self-confidence and to develop their creativity and their spirit of initiative and cooperation ;
 - 3.5.2. the design, choice and use of teaching materials, textbooks, school software and other teaching aids;
 - 3.5.3. constructing and using observation and assessment aids, the latter being specifically designed to be comprehensive and formative, encouraging pupils to take responsibility for and participate in their learning;
 - 3.5.4. the design and implementation of differentiated teaching practices and personalised support for pupils, taking account of their prior learning, their learner profile and, where appropriate, their specific needs, and relying in particular on co-teaching or co-intervention;
 - 3.5.5. setting up interdisciplinary learning activities;
 - 3.6. master the integration of digital technologies into their teaching practices;
 - 3.7. take account of media literacy, EVRAS and gender in a cross-curricular way;
 - 3.8. create a supportive relational framework to facilitate communication with pupils, their environment, particularly their families, and with colleagues;

3.9. manage the class group in educational and teaching situations in a way that is stimulating, structuring and reassuring.

4. The skills of the reflective practitioner. These skills are reflected in the following abilities:

4.1. read critically the results of scientific research in education and didactics and draw on them for their teaching activities, as well as drawing on various disciplines in the human sciences to analyse and act in professional situations ;

4.2. carry out, individually and with his/her peers, critical and rigorous observation and analysis of his/her own practices and their impact on his/her pupils, in order to regulate his/her teaching and develop the strategies and conditions for its implementation with a view to effectiveness and equity;

4.3. gradually build up their professional identity, in particular by using personal professional development tools such as the portfolio.

Référentiel compétence FSM

1. Intervention

Intervene in the field of physical and sports activity with relevance to a complex issue in motor science, mobilizing specialized scientific knowledge and appropriate technologies, given the context, the target audiences, and the challenges of social and environmental transition in line with sustainable development goals.

2. Scientific Approach

Conduct a research approach, implementing a scientific approach, to further explore a research question in motor science and build knowledge and concrete avenues for innovation useful to stakeholders.

3. Health Promotion

Be proactively involved in promoting individual or collective physical, mental, and social health through physical and sports activity, while being aware of the environmental dimension of its actions.

4. Communication*

Communicate and engage in dialogue in a manner that is relevant to the intervention objectives and adapted to the characteristics of the interlocutors and the context related to motor science.

5. Teamwork

Integrate and collaborate within a single- or interdisciplinary team and exercise informed leadership in a project related to motor science.

6. Project Management

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

7. Ethics and Professional Conduct

Act as a responsible and reflective participant by implementing professional know-how and interpersonal skills while respecting the ethics and professional conduct specific to motor science.

8. Personal and Professional Development

Know yourself and be autonomous, be able to adapt effectively to new contexts and develop positively within them.

Programme structure

The 'master en enseignement (section 4)' degree course is organised with reference to the decree of 7 February 2019, amended by the decree of 2 December 2021 on initial teacher training in the Wallonia-Brussels Federation and the decree of 17 December 2003 organising the neutrality inherent in official subsidised education and laying down various measures relating to education.

The Master's programme in teaching (section 4), totalling 120 credits, is organised as a joint degree between the University and the Hautes Écoles. 80 credits are paid for by the University and 40 credits by the Hautes Écoles. It is organised around several training categories:

- subject-based
- didactics and pedagogy
- human and social sciences
- internships
- research and integration

EDPH2M4 Programme

Detailed programme by subject

CORE COURSES

- Mandatory
- ⊗ Optional
- △ Not offered in 2026-2027
- ⊙ Not offered in 2026-2027 but offered the following year
- ⊕ Offered in 2026-2027 but not the following year
- △ ⊕ Not offered in 2026-2027 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

o Didactics and pedagogy (25 credits)

○ LEISS2101	General pedagogy <i>Cours dispensé à LLN en horaire de jour</i>		[FR] [q1] [37.5h] [5 Credits] ⊗	X	
○ LEISS2108	School and diversities		[FR] [q1] [22.5h+15h] [5 Credits] ⊗		X
○ LEPHY2133	Teaching and learning physical and health education in the core curriculum		[FR] [q1] [37.5h] [5 Credits] ⊗	X	
○ LEPHY2135	Didactics of physical education part 1	Jean-Philippe Dupont	[FR] [q1] [30h] [5 Credits] ⊗	X	
○ LEPHY2235	Didactics of physical education part 2 ■	Benoît Vercruysse	[FR] [q1] [30h] [5 Credits] ⊗		X

o Humanities and social sciences (15 credits)

○ LEISS2105	Communication in school contexts <i>Cours dispensé à LLN en horaire décalé</i>		[FR] [q1] [22.5h+15h] [5 Credits] ⊗	X	
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o Psychology of development and learning

Choose a course

⊗ LEISS2201	Developmental and learning psychology <i>Cours dispensé à LLN en horaire de jour</i>	Véronique Leroy (compensates) Baptiste Barbot Nathalie Roland Morgane Senden	[FR] [q2] [37.5h+15h] [4 Credits] ⊗	X	
⊗ LEISS2202	Developmental and learning psychology <i>Cours dispensé à LLN en horaire décalé</i>	Véronique Leroy Nathalie Roland Morgane Senden	[FR] [q2] [37.5h+15h] [4 Credits] ⊗	X	

o A social, cultural and political approach to education

Choose a course

⊗ LEISS2203	Social, cultural, and political approaches to education <i>Cours dispensé à LLN en horaire de jour</i>	Branka Cattonar Vincent Dupriez	[FR] [q2] [37.5h+15h] [4 Credits] ⊗	X	
⊗ LEISS2204	Social, cultural, and political approaches to education <i>Cours dispensé à LLN en horaire décalé</i>	Branka Cattonar Vincent Dupriez	[FR] [q2] [37.5h+15h] [4 Credits] ⊗	X	

o Educational ethics, neutrality and citizenship

A course to choose from

⊗ LEISS2205	Ethics of education, neutrality, and citizenship	Hervé Pourtois	[FR] [q2] [22.5h] [2 Credits] ⊗	X	
⊗ LEISS2206	Ethics of education, neutrality, and citizenship	John Pitseys	[FR] [q2] [22.5h] [2 Credits] ⊗	X	

o Work placements (20 credits)

○ LEPHY2136	Observation placement in physical and health education as part of the core curriculum (25 hours) and accompanying seminar	Jean-Philippe Dupont (coord.)	[FR] [q1] [15h] [5 Credits] ⊗	X	
○ LEPHY2236	Long course (130 hrs) and accompanying seminar in physical education		[FR] [q1+q2] [45h+15h] [15 Credits] ⊗		X

o Disciplinary training (40 credits)

○ LFSM1301	Data analysis methodology	Céline Bugli	PR [q2] [22.5h+22.5h] [4 Credits] 🌐	X
○ LFSM1314	Adapted physical and sports activities	Cécile Jamart	PR [q2] [22.5h+30h] [4 Credits] 🌐	X
○ LEPHY2106	Motor skills data collection method	Robert Hardwick Arthur Lefebvre (coord.)	PR [q1] [22.5h] [3 Credits] 🌐	X
○ LEPHY2130	Socio-motor cooperation and citizenship in a school context	Benoît Vercruysse	PR [q1] [15h+15h] [3 Credits] 🌐	X
○ LEPHY2108	Psychology of physical and sports activities	Damien Brevers	PR [q2] [30h] [4 Credits] 🌐	X
○ LEPHY2131	Developing motor skills and expression in a school context	Jean-Philippe Dupont	PR [q2] [15h+15h] [3 Credits] 🌐	X
○ LEPHY2201	Nutrition for physical activity and sport	Louise Deldicque	PR [q1] [22.5h+7.5h] [3 Credits] 🌐	X
○ LEPHY2204	Theories of physically active lifestyle interventions	Sebastiaan de Geus	PR [q1] [30h] [4 Credits] 🌐	X
○ LEPHY2230	Inclusive approaches in health and physical education		PR [q1] [15h+15h] [3 Credits] 🌐	X
○ LEPHY2231	Planning and using digital technology in health and physical education	Benoît Vercruysse	PR [q1] [15h+15h] [2 Credits] 🌐	X
○ LEPHY2251	Psychomotor education for children	Stéphanie Poriau	PR [q1] [22.5h+15h] [3 Credits] 🌐	X
○ LEDPH2137	research methodology in movement sciences	Dominique De Jaeger (coord.) Sophie Patris	PR [q1] [30h] [4 Credits] 🌐	X

o Research and integration (20 credits)

Les trois UE doivent obligatoirement être suivies la même année.

○ LEISS2902	Introduction to educational research Cours dispensé à LLN en horaire de jour	Stéphane Colognesi	PR [q1] [15h] [2 Credits] 🌐	X
○ LEPHY2239	Memory		PR [q1+q2] [] [15 Credits] 🌐	X

o Séminaire d'accompagnement du mémoire

Un cours au choix

☒ LEPHY2238	Seminar to support the dissertation	Jean-Philippe Dupont Benoît Vercruysse	PR [q1+q2] [15h] [3 Credits] 🌐	X
☒ LEISS2903	Master's thesis support seminar		PR [q1+q2] [22.5h+22.5h] [3 Credits] 🌐	X
☒ LEISS2904	Séminaire transversal d'accompagnement du mémoire - 2		PR [q1+q2] [22.5h+22.5h] [3 Credits] 🌐	X

o Maîtrise de la langue française

Une épreuve liminaire de maîtrise de la langue française (EMLF) devra être présentée par les étudiants inscrits en master en enseignement (section 4 et section 5). Cet examen OBLIGATOIRE est généralement organisé le 3e mardi d'octobre. Le seuil de réussite de l'examen est fixé à 10/20. En cas d'échec, l'étudiant.e se verra ajouter à son PAE une UE de 5 crédits portant sur la maîtrise de la langue française. Il ne pourra en aucun cas être diplômé si cette UE n'est pas réussie. Inscription à l'épreuve liminaire via la plateforme de l'EMLF. [Pour plus d'information](#)

From 0 to 5credit(s)

○ LEISS2207	French language mastery for teaching L'UE sera retirée du programme annuel de l'étudiant en cas de réussite de l'épreuve liminaire	Caroline Scheepers	PR [q2] [37.5h+7.5h] [5 Credits] 🌐	X
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Supplementary classes

To access this Master, students must have a good command of certain subjects. If this is not the case, in the first annual block of their Masters programme, students must take supplementary classes chosen by the faculty to satisfy course prerequisites.

- Mandatory
- ⊗ Optional
- △ Not offered in 2026-2027
- ⊙ Not offered in 2026-2027 but offered the following year
- ⊕ Offered in 2026-2027 but not the following year
- △ ⊕ Not offered in 2026-2027 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 Cours du 2e bloc annuel du programme de bachelier en sciences de la motricité

○ LFSM1003	Anatomy of the locomotor system and movement analysis		FR [q2] [52.5h] [5 Credits] 🌐
○ LFSM1201	Cellular physiology and biochemistry	Patrick Henriët	FR [q1] [37.5h] [4 Credits] 🌐
○ LFSM1202	Systems physiology	Nicolas Tajeddine	FR [q2] [30h] [3 Credits] 🌐
○ LFSM1203	Fundamentals of neurophysiology	Julie Duque (coord.) Marcus Missal	FR [q1] [45h] [4 Credits] 🌐
○ LEPHY1248	Economic, institutional and legal foundations of sport	Louise Cavenaile Arthur Lefebvre (coord.)	FR [q2] [30h] [4 Credits] 🌐
○ LANGL1851A	English for Movement and Rehabilitation Sciences - A		EN [q1] [15h] [2 Credits] 🌐 > French-friendly
○ LANGL1851B	English for Movement and Rehabilitation Sciences - B		EN [q2] [30h] [2 Credits] 🌐

o Cours du 3e bloc annuel du programme de bachelier en sciences de la motricité

○ LEPHY1337	Research methodology in motor skills	Dominique De Jaeger (coord.) Sophie Patris	FR [q2] [30h] [4 Credits] 🌐
○ LEPHY1344	Promoting health through physical activity	Sebastiaan de Geus	FR [q1] [22.5h] [3 Credits] 🌐
○ LEPHY1346	Lifelong personal development	Pierre Van Luchene	FR [q1] [22.5h] [3 Credits] 🌐
○ LEPHY1347	Foundations of motor learning	Dominique De Jaeger	FR [q1] [22.5h] [3 Credits] 🌐
○ LEPHY1348	Introduction to sports management	Géraldine Zeimers	FR [q2] [30h] [4 Credits] 🌐
○ LEPHY1349	The socio-historical dimension of physical activity and sport	Sebastiaan de Geus Dries Vanyssacker	FR [q1] [22.5h] [3 Credits] 🌐
○ LFSM1300	Exercise physiology	Marc Francaux	FR [q2] [45h] [4 Credits] 🌐

o Cours pratiques du 2ème bloc annuel du bachelier en sciences de la motricité

○ LEPHY1221	Expression	Marc Francaux	FR [q2] [0h+30h] [2 Credits] 🌐
○ LEPHY1222	Swimming 2	Marc Francaux	FR [q1] [0h+30h] [2 Credits] 🌐
○ LEPHY1223	Athletics 2	Louise Deldicque	FR [q1] [0h+30h] [2 Credits] 🌐
○ LEPHY1225	Gymnastics and acrobatic sports	Dominique De Jaeger	FR [q2] [0h+30h] [2 Credits] 🌐 > English-friendly
○ LEPHY1230	Games and team sports part 1	Arthur Lefebvre	FR [q1] [0h+30h] [2 Credits] 🌐
○ LEPHY1231	Games and team sports part 2	Arthur Lefebvre	FR [q2] [0h+30h] [2 Credits] 🌐

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:

- 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](#).

Prerequisites list

LEPHY2235 "[Didactique de l'éducation physique partie 2](#)" has prerequisite(s) LEPHY2135

- LEPHY2135 - [Didactics of physical education part 1](#)

The programme's courses and learning outcomes

For each UCLouvain training programme, a [reference framework of learning outcomes](#) specifies 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.

For each UCLouvain education programme, a learning outcomes framework specifies the competences expected of all graduates at the end of the programme. The description sheets for the programme's teaching units specify the learning outcomes targeted by the teaching unit and its contribution to the programme's learning outcomes framework.

EDPH2M4 - Information

Access Requirements

SUMMARY

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- > [Specific access requirements](#)
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- > [Non university Bachelors](#)
- > [Holders of a 2nd cycle University degree](#)
- > [Access based on validation of professional experience](#)
- > [Access based on application](#)
- > [Admission and Enrolment Procedures for general registration](#)

Specific access requirements

Non-French-speaking EU or non-EU students must have a good knowledge of French and pass at least one of the following tests: DELF, DELF B2, TCF B2, TEF B2 (see below).

A selection interview may be organized to verify the candidate's mastery of the basic concepts required for participation in the desired Master's program, as well as the candidate's ability to hold a conversation in French. The FSM is solely responsible for determining whether such a selection interview is necessary. When such an interview is organized, the candidate is invited to participate in a video conference by sending an email to the address indicated in the application. If there is no response to this email within 14 days, the application will be deemed ineligible.

The Diploma of French Language Studies (DELF) is a diploma awarded by the French Ministry of National Education. It validates the candidate's proficiency in French as a foreign language in all language skills: written and oral expression, written and oral comprehension.

The TCF is a French proficiency test, with a B2 level expected, i.e., Upper Intermediate (Level 4).

The TEF is a French assessment test, with a B2 level expected, i.e., Upper Intermediate

University Bachelors

Diploma	Special Requirements	Access	Remarks
UCLouvain Bachelors			
		Direct access	
		Access based on application	
Others Bachelors of the French speaking Community of Belgium			
		Access based on application	
		Access based on application	
Bachelors of the Dutch speaking Community of Belgium			
		Access based on application	
Foreign Bachelors			
		Access based on application	

Non university Bachelors

Holders of a 2nd cycle University degree

Diploma	Special Requirements	Access	Remarks
"Licenciés"			
Masters			

Access based on validation of professional experience

Under certain conditions, it is possible to use personal and professional experience to gain admission to a university program without having the required qualifications. However, the recognition of prior experience does not automatically apply to all programs. Learn more about the [Recognition of Prior Experience](#).

Adults with professional experience can apply to the program based on an individualized admissions process.

Access based on application

Toegang op basis van dossier betekent dat u op basis van het ingediende dossier direct toegang krijgt tot de opleiding, aanvullende scholing van maximaal 60 ECTS-studiepunten nodig hebt of wordt geweigerd.

Admission and Enrolment Procedures for general registration

Teaching method

Active pedagogy, project-based pedagogy in internships (health education), co-teaching, interdisciplinary approaches, didactic and pedagogical use of information and communication technologies, micro-teaching, internships, thematic seminars, etc.

Evaluation

The evaluation methods comply with the [Academic regulations and procedures](#). More detailed explanation of the modalities specific to each learning unit are available on their description sheets under the heading "Learning outcomes evaluation method".

Written and oral exams, reflective portfolio, written productions, criteria-based assessment of internship interventions, didactic and practical assessments

Contacts

Curriculum Management

Faculty

Structure entity

Denomination

Sector

Acronym

Postal address

SSS/FSM

Faculty of Movement and Rehabilitation Sciences ([FSM](#))

Health Sciences ([SSS](#))

FSM

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1348 Louvain-la-Neuve

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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 ([LOCO](#))
- Commission d'encadrement en réadaptation et médecine physique ([READ](#))

Useful Contact(s)

- Head of faculty administration: [Emmanuel Ugeux](#)

