

At Louvain-la-Neuve - 60 credits - 1 year - 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: **EDPH2M5****Table of contents**

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EDPH2M5 - Introduction

Introduction

Introduction

The Master's degree in Teaching (section 5) is the educational qualification required to access the profession of upper secondary school teacher. It is acquired at the end of a 60-credit training course.

This qualifying training thus completes the 2nd cycle diploma obtained in the chosen discipline. The disciplinary orientation of the second cycle as well as the disciplinary orientation of the Master's degree in Teaching (section 5) determine the subjects that can be taught in upper secondary education.

The objective of the Master's degree in Teaching (section 5) is to provide the student with initial training that allows them to acquire the foundation of knowledge and skills essential to effectively start out in the teaching profession and to be able to progress positively there.

Your profile

You:

- wish to teach (or already teach) your subject in the last three years of upper secondary education
- meet the admission requirements for this program

Your future job

- Upper secondary school teacher
- 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 program is based on:

- a pedagogy that alternates between lectures, small group seminars, conferences and professional practice internships;
- a program approach that closely and complementary combines practice and theory;
- a large place given to internships in upper secondary education with support for professional practices throughout the training
- a responsibility of the student in the acquisition of knowledge, know-how and interpersonal skills related to the teaching profession.

EDPH2M5 - Teaching profile

Learning outcomes

At the end of the Master's in Teaching (section 5), the graduate will have acquired and demonstrated mastery of the knowledge and skills listed below. These are defined with reference to the decree of February 7, 2019, amended by the decree of December 2, 2021 on the initial training of teachers.

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

1. The skills of the institutional, social and cultural actor. These skills are reflected in the following capacities:

- 1.1. act as a social and cultural actor within the school and society, including in their transformation, integrate diversity and develop civic practices for greater social cohesion;
- 1.2. understand ethical issues and respect the professional ethics and regulatory frameworks from a democratic and responsible perspective;
- 1.3. analyze the organizational and institutional environment of the education system and act within it, in particular by interacting with colleagues, parents, management and other stakeholders in order to:
 - 1.3.1. be part of the school management process and participate in the improvement of the education system of the French Community;
 - 1.3.2. make the school a place where students learn, develop and train in a positive climate, and not a place of selection.
- 1.4. control one's administrative situation and the monitoring of one's personal administrative file;

2. The skills of the actor of a learning organization in a collective dynamic. These skills are reflected in the following capacities:

- 2.1. engage in collaborative work within an educational team in order to increase its professionalism and expertise by mobilizing collective intelligence, particularly during discussions;
- 2.2. identify individual training needs and participate in identifying the training needs of the educational team;
- 2.3. contribute to the dissemination, within the educational team, of the acquired knowledge linked to the continuing education courses followed or the skills developed by them or through experience.

3. The skills of the organizer and learning facilitator in an evolving dynamic. These skills are reflected in the following capacities:

- 3.1. master the disciplinary content, its epistemological foundations, its scientific and technological evolution, its didactics and its teaching methodology;
- 3.2. master the knowledge relating to learning processes, research on the different models and theories of teaching;
- 3.3. master the written and oral French language in depth to teach and communicate adequately in the various contexts and disciplines related to the profession;
- 3.4. take into account and develop the language 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 familiarization with it;
- 3.5. act as a teacher within the classroom and within the school establishment from a collective perspective, in particular through:
 - 3.5.1. the design and implementation of a teaching and learning approach, including a variety of practices designed to strengthen students' motivation and promote their self-confidence and develop their creativity and spirit of initiative and cooperation;
 - 3.5.2. the design, choice and use of teaching materials, textbooks, school software and other educational tools;
 - 3.5.3. the construction and use of observation and assessment materials, the latter being specifically aimed at understanding and training, promoting student accountability and participation in their learning;
 - 3.5.4. the design and implementation of practices for educational differentiation, personalized support for students taking into account their prior learning, their learner profile and, where applicable, their specific needs and based in particular on co-teaching or co-teaching intervention;
 - 3.5.5. the implementation of interdisciplinary learning activities;
- 3.6. master the integration of digital technologies in their teaching practices;
- 3.7. take into account media education, EVRAS and gender in a transversal manner;
- 3.8. create a caring relational framework to facilitate communication with students, their entourage, particularly family, as well as with colleagues;
- 3.9. manage the class group in an educational and pedagogical situation in a stimulating, structuring and reassuring manner.

4. The skills of the reflective practitioner. These skills translate into the following abilities:

- 4.1. critically read the results of scientific research in education and didactics and draw inspiration from them for their teaching action as well as rely on various disciplines of the human sciences to analyze and act in a professional situation;
- 4.2. conduct, individually and with peers, a critical and rigorous observation and analysis of their own practices and their impact on students in order to regulate their teaching and to develop the strategies and conditions of implementation with a view to efficiency and equity;
- 4.3. gradually build their professional identity, in particular by mobilizing 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 thought leadership in a project related to motor sciences.

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's degree in teaching (section 5)" is organized in reference to the decree of February 7, 2019, amended by the decree of December 2, 2021 relating to the initial training of teachers in the Wallonia-Brussels Federation and to the decree of December 17, 2003 organizing the neutrality inherent in subsidized official education and containing various measures in terms of education.

The master's program in teaching (section 5), totaling 60 credits, is organized as a joint degree between the University and the Higher Education Institutions. 30 credits are supported by the University and 30 credits by the Higher Education Institutions. It is organized around several categories of training:

- didactics and pedagogy
- human and social sciences
- internships
- Research and integration

EDPH2M5 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 \(objectives, methods, evaluation...\)](#)

o Didactics and pedagogy (20 credits)

○ LEISS2101	General pedagogy Cours dispensé à LLN en horaire de jour		EB [q1] [37.5h] [5 Credits]
○ LEPHY2133	Teaching and learning physical and health education in the core curriculum		EB [q1] [37.5h] [5 Credits]
○ LEPHY2135	Didactics of physical education part 1	Jean-Philippe Dupont	EB [q1] [30h] [5 Credits]
○ LEPHY2235	Didactics of physical education part 2	Benoît Vercrusse	EB [q1] [30h] [5 Credits]

o Humanities and social sciences (15 credits)

○ LEISS2105	Communication in school contexts Cours dispensé à LLN en horaire décalé		EB [q1] [22.5h+15h] [5 Credits]
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o Psychology of development and learning

Choose a course

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

o A social, cultural and political approach to education

Choose a course

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

o Educational ethics, neutrality and citizenship

A course to choose from

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

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.)	EB [q1] [15h] [5 Credits]
○ LEPHY2236	Long course (130 hrs) and accompanying seminar in physical education		EB [q1+q2] [45h+15h] [15 Credits]

o Research and integration (5 credits)

Les deux UE doivent obligatoirement être suivies la même année.

○ LEISS2900	Methodology of research uses Cours dispensé à LLN en horaire décalé	Stéphane Colognesi	EB [q1+q2] [15h] [2 Credits]
○ LEPHY2237	Support seminar for integrated work and integrated work	Benoît Vercrusse	EB [q1+q2] [15h] [3 Credits]

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	EB [q2] [37.5h+7.5h] [5 Credits]
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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.

For each UCLouvain training program, a learning outcomes framework specifies the skills expected of all graduates at the end of the program.

The descriptive sheets of the program's teaching units specify the learning outcomes targeted by the teaching unit as well as its contribution to the program's learning outcomes framework

EDPH2M5 - Information

Access Requirements

SUMMARY

- > [General access requirements](#)
- > [Specific access requirements](#)
- > [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.

Holders of a 2nd cycle University degree

Diploma	Special Requirements	Access	Remarks
"Licenciés"		Access based on application	
		Direct access	
Masters		Direct access	
		Access based on application	
		Access based on application	
		Access based on application	
		Access based on application	

Access based on validation of professional experience

> Under certain conditions, it is possible to use personal and professional experience to enroll in 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 enroll in the program based on an individualized admissions process.

Access based on application

Access based on file means that, based on the file submitted, access to the program may either be direct, require additional training for a maximum of 60 ECTS credits, or be refused.

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

Place Pierre de Coubertin 1 - bte L8.10.01

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](#)

