



The version you're consulting is not definitive. This programme still may change. The final version will be published on 1th June.

At Louvain-la-Neuve - 120 credits - 2 years - Day schedule - In French

Dissertation/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 Philosophy, Arts and Letters (FIAL)**

Programme acronym: **LMOD2M4**

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LMOD2M4 - 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 is a second cycle course obtained after a bachelor's degree giving access to this master's in teaching (section 4). The subject orientation of this Master's in Teaching (section 4) determines the subjects that can be taught in upper secondary education.

The aim of the Master of Teaching (Section 4) programme is to provide students with initial training that will enable them to acquire the knowledge and skills that are essential for an effective start in the teaching profession and for positive career development.

Your profile

You wish to teach your subject in the last three years of upper secondary education.

You meet the entry requirements for this programme.

Your future job

Teacher in upper secondary education

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.

LMOD2M4 - Teaching profile

Learning outcomes

UCLouvain and its partners in the higher education institutions associated with this programme aim to train teaching professionals who are well-educated, creative, autonomous, ready to work in a team and committed to a democratic project for the school and for society.

Teachers are called upon to play an essential role with their pupils, as set out in the Education Code of 3 May 2019:

- to promote the self-confidence and personal development of all pupils ;
- help all pupils to acquire the knowledge and skills that will enable them to become lifelong learners and to play an active role in economic, social and cultural life;
- prepare all pupils to be responsible citizens, capable of contributing to the development of a democratic, caring and pluralist society that is open to other cultures;
- ensure that all pupils have equal opportunities for social emancipation.

Initial teacher training is based on the mastery of prior knowledge that students will have to mobilise and develop through various activities during their Master's degree:

- knowledge of the subject(s) to be taught ;
- clear and correct communication in the language of instruction, both orally and in writing;
- a critical and independent relationship with reference knowledge (scientific and cultural);
- interpersonal skills related to the profile of the profession;
- a rich general culture and an openness to the diversity of cultures which will enable future pupils to become aware of the world and its transformations;
- a desire to contribute to the democratising role of schools.

At the end of the master's degree in teaching (section 4), the graduate will have acquired and demonstrated mastery of the knowledge and skills listed below. These are defined with reference to the decree of 7 February 2019, amended by the decree of 2 December 2021 on initial teacher training.

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

1. As an institutional, social and cultural player :

- 1.1. act as a social and cultural player within the school and society, including in their transformation, integrate diversity and develop citizenship 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. As a player in a collective learning organisation:

- 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. As an organiser and supervisor of learning in an evolving dynamic:

- 3.1. mastery of subject content, its epistemological foundations, its scientific and technological development, its didactics and teaching methodology;
- 3.2. master knowledge of learning processes 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 appropriately 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. the design, choice and use of teaching materials, textbooks, school software and other teaching aids;
 - 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. designing and implementing 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. As a reflective practitioner:

- 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.

5 Understand, explain and illustrate the links between theories, recent research findings on learning and different methods/approaches in language teaching.

6 Plan and design lesson sequences in line with official reference materials and programs.

7. Encourage oral and written interaction in the target language through a variety of activities.

8. Assess students' language skills using formative and certificative tools.

9. Use a linguistic repertoire adapted to the needs of different classroom situations (interaction management, correction, explanations) and pedagogical contexts, at C1 level.

10. Develop a reflective analysis of one's own productions and teaching practices in order to strengthen one's skills and adopt the role of teacher-researcher (lifelong learning).

Programme structure

The master's degree in teaching (section 4) 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.

LMOD2M4 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 (25 credits)

o One of the following courses:

⊗ LEISS2101	General pedagogy <i>Cours dispensé à LLN en horaire de jour</i>		FR [q1] [37.5h] [5 Credits]	X	
⊗ LEISS2102	General pedagogy <i>Cours dispensé à LLN en horaire décalé</i>		FR [q1] [37.5h] [5 Credits]	X	
⊗ MEISS2103	General pedagogy <i>Cours dispensé à Mons en horaire décalé</i>		FR [q1] [30h] [5 Credits]	X	
o LEISS2107	School and diversities		FR [q1] [22.5h+15h] [5 Credits]		X
o LLMOD2001	Teaching and learning core modern languages		FR [q1] [37.5h] [5 Credits]	X	

o Didactics (10 credits)

Two didactic courses depending on the languages studied. The association of Spanish and French as a foreign language is not offered :

⊗ LESP2041	Spanish didactics		ES [q1+q2] [30h+30h] [5 Credits]	X	
⊗ LNED2032	Didactics of Dutch [M]	Pauline Degrave	NL [q1+q2] [30h+30h] [5 Credits]	X	
⊗ LDEU2011	German didactics	Ferran Suner Munoz	DE [q1+q2] [30h+30h] [5 Credits]	X	
⊗ LENG2021	English as a foreign language (EFL) methodology	Fanny Meunier	EN [q1+q2] [30h+30h] [5 Credits]	X	
⊗ LFLE2005	Didactics of French as a foreign language	Serge Bibauw	FR [q1] [30h+15h] [5 Credits]	X	

o Humanities and Social Sciences (15 credits)

o Un cours parmi :

⊗ 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	FR [q2] [37.5h+15h] [4 Credits]	X	

o Un cours parmi :

⊗ 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 Un cours parmi :

⊗ LEISS2205	Ethics of education, neutrality, and citizenship <i>Cours dispensé à LLN en horaire de jour</i>	Hervé Pourtois	FR [q2] [22.5h] [2 Credits]	X	
⊗ LEISS2206	Ethics of education, neutrality, and citizenship <i>Cours dispensé à LLN en horaire décalé</i>	John Pitseys	FR [q2] [22.5h] [2 Credits]	X	

o Un cours parmi :

⊗ LEISS2104	Communication in school contexts <i>Cours dispensé à LLN en horaire de jour</i>		FR [q1] [22.5h+15h] [5 Credits]	X	
⊗ LEISS2105	Communication in school contexts <i>Cours dispensé à LLN en horaire décalé</i>		FR [q1] [22.5h+15h] [5 Credits]	X	
⊗ MEISS2106	Communication in school contexts <i>Cours dispensé à Mons en horaire décalé</i>		FR [q1] [15h+15h] [5 Credits]	X	

o Internships (20 credits)

o LLMOD9101	Observation internship and support seminar in basic education modern languages classes		FR [q1] [15h] [5 Credits]	X	
o LLMOD9003	Long-term teaching internship and support seminar in Modern languages		FR [q1+q2] [120h] [15 Credits]		X

o Disciplinary training (40 credits)

o In addition to the common course, the student chooses one of the two following courses (10 credits)

o LLMOD2725	Second Language Acquisition	Fanny Meunier Magali Paquot	EN [q2] [22.5h] [5 Credits]	X	X
o LLMOD2921	Technology-enhanced language teaching and learning seminar	Fanny Meunier	EN [q1] [22.5h] [5 Credits]	X	X
o LLMOD2735	Immersion teaching: principles and practices	Pauline Degrave	FR [q2] [22.5h] [5 Credits]	X	X

o Students choose two languages based on the languages studied. (30 credits)

The association of Spanish and French as a foreign language is not offered.

o Spanish (15 credits)

o LESP2840	Literature and cinema in contemporary Spain	Geneviève Fabry	ES [q1] [22.5h] [5 Credits]	X	X
o LESP2843	Diverse realities and linguistic ideologies in the Spanish-speaking world	Barbara De Cock	ES [q2] [22.5h] [5 Credits]	X	X
o LESP2042	Deepening the teaching of Spanish as a Foreign Language: bringing research into the classroom [M]	Barbara De Cock	ES [q2] [15h] [5 Credits]		X

o French as a foreign language (15 credits)

o LFRA2004	French as a schooling language	Serge Bibauw Philippe Hambye	FR [q2] [22.5h] [5 Credits]	X	X
o LFLE2630	Didactics of the Pronunciation of French as a Foreign Language		FR [q2] [22.5h] [5 Credits]	X	X
o LFLE2006	Conceiving language courses for specific purposes [M]	Serge Bibauw	FR [q2] [22.5h] [5 Credits] > English-friendly	X	X

o Dutch (15 credits)

o LNED2031	Dutch as a foreign language and in the class room	Pauline Degrave	NL [q1] [22.5h+22.5h] [5 Credits]	X	X
o LNED2731	Construction grammar: a corpus-based exploration of Dutch constructions (research seminar)	Kristel Van Goethem	NL [q2] [22.5h] [5 Credits]	X	X
o LNED2732	Contemporary Dutch literature	Stéphanie Vanasten	NL [q1] [22.5h] [5 Credits]	X	X

o German (15 credits)

o LDEU2012	Basics and methods of performance measurement in GFL	Ferran Suner Munoz	DE [q1] [15h] [5 Credits]	X	X
o LDEU2711	Morphology and syntax of verbs	Joachim Sabel	DE [q1] [22.5h] [5 Credits]	X	X
o LDEU2714	Media of literature and cultural mediation	Hubert Roland	DE [q2] [22.5h] [5 Credits]	X	X

o English (15 credits)

Three courses to choose from:

o LENG2726	Gender and Sustainability in Utopian/Dystopian Literatures in English	Véronique Bragard	EN [q2] [15h] [5 Credits]	X	X
o LENG2823	English lexis : Applied linguistic perspectives	Sylvie De Cock	EN [q1] [22.5h] [5 Credits]	X	X
o LENG2824	Animal narratives	Ben De Bruyn	EN [q1] [30h] [5 Credits]	X	X
o LENG2829	English corpus linguistics: Methods and applications	Gaëtanelle Gilquin	EN [q1] [30h+10h] [5 Credits]	X	X

o Research and integration (20 credits)

Les trois UE doivent obligatoirement être suivies la même année.

o LEISS2902	Introduction to educational research Cours dispensé à LLN en horaire de jour		FR [q1] [15h] [2 Credits]		X
o LLMOD2930	Dissertation		FR [q1+q2] [] [15 Credits]		X

o Seminar

Students choose one seminar from the following:

o LLMOD2910	Master's thesis support seminar		FR [q1+q2] [] [3 Credits]		X
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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 <i>L'UE sera retirée du programme annuel de l'étudiant en cas de réussite de l'épreuve liminaire</i>		[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.

The list of additional courses below is not exhaustive. The final content of the module is determined by the jury.

- 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...)

✂ Languages

✂ German Studies

✂ LDEU1115	Cultural landscapes of the German-speaking countries in transition		DE [q2] [22.5h] [5 Credits] 🌐
✂ LDEU1213	Phonology and morphology of German	Joachim Sabel	DE [q2] [22.5h+5h] [5 Credits] △ 🌐
✂ LDEU1214	Masterpieces of German-language literature: from the Middle Ages to the Classical period	Antje Büssgen	DE [q1] [30h+10h] [5 Credits] 🌐
✂ LDEU1301	German in academic contexts [M]		DE [q2] [15h+15h] [5 Credits] 🌐
✂ LDEU1313	Syntax, semantics and pragmatics in German [M]		DE [q1] [22.5h+5h] [5 Credits] 🌐
✂ LDEU1314	Masterpieces of German literature: Modernism [M]		DE [q2] [22.5h+10h] [5 Credits] 🌐

✂ Spanish Studies

✂ LESP1283	The Hispanic American short story from modernism to the present day	Geneviève Fabry	ES [q2] [30h+15h] [5 Credits] 🌐
✂ LESP1281	Sentence construction and corpus analysis	Barbara De Cock	ES [q1] [22.5h+15h] [5 Credits] 🌐
✂ LESP1183	Formation and transformation of Spain (Middle Ages - Modern period)	Mauricio Narvaez Soto	ES [q2] [22.5h] [5 Credits] 🌐
✂ LESP1381	Pragmatics and discourse [M]		ES [q2] [30h+15h] [5 Credits] 🌐
✂ LESP1382	Great works of Spanish literature [M]		ES [q1] [30h+15h] [5 Credits] 🌐

✂ Dutch Studies

✂ LNED1135	Culture & society : transhistorical approaches		NL [q2] [22.5h] [5 Credits] 🌐
✂ LNED1233	Lexical creativity in Dutch: word formation, neologisms and loan words	Kristel Van Goethem	NL [q2] [22.5h] [5 Credits] 🌐
✂ LNED1234	From Hebban olla vogala to Vondel: Dutch literature before 1830	Stéphanie Vanasten	NL [q1] [30h+10h] [5 Credits] 🌐
✂ LNED1303	Academic writing and speaking in Dutch [M]		NL [q2] [15h+30h] [5 Credits] 🌐
✂ LNED1333	Word order variation in Dutch: Linguistic research [M]		NL [q2] [22.5h] [5 Credits] 🌐
✂ LNED1334	Dutch literature of the 19th and 20th centuries : nation, language, emancipation [M]		NL [q2] [30h+10h] [5 Credits] 🌐

✂ English Studies

✂ LENG1125	American Landscapes and Memory	Véronique Bragard	EN [q2] [22.5h] [5 Credits] 🌐
✂ LENG1228	Introduction to English linguistics : syntax and stylistics	Gaëtanelle Gilquin	EN [q2] [30h+5h] [5 Credits] 🌐
✂ LENG1224	Arthur to Austen: English Literature Before 1850	Ben De Bruyn	EN [q2] [30h+10h] [5 Credits] 🌐
✂ LENG1302	English for academic purposes [M]		EN [q2] [15h+30h] [5 Credits] 🌐
✂ LENG1324	Rewriting the canon: the (graphic) novel [M]		EN [q2] [22.5h+12h] [5 Credits] 🌐
✂ LENG1328	Linguistic approaches to English speech and writing [M]		EN [q1] [30h+5h] [5 Credits] 🌐

⌘ French studies

⌘ LFRA1102	French literature: between artistic creation and novelistic analysis	Vincent Engel	FR [q2] [30h+10h] [5 Credits] 🌐
⌘ LFRA1103	La fabrique du texte: French-language literature of the 20th and 21st centuries	Pierre Piret	FR [q2] [22.5h+10h] [5 Credits] 🌐
⌘ LFRA1112	History of the French language	Philippe Hambye	FR [q2] [37.5h+7.5h] [5 Credits] 🌐
⌘ LFRA1202	French literature from Belgium: literature, language, nation	Pierre Piret	FR [q1] [30h] [5 Credits] 🌐
⌘ LFIAL1131	Understanding language: an introduction to linguistics	Elisabeth Degand Philippe Hambye	FR [q1] [30h] [5 Credits] 🌐
⌘ LFRA1331	French Lexicology [M]		FR [q1] [22.5h] [5 Credits] 🌐
⌘ LFRA1301	Dramaturgical analysis of theater texts: from text to stage [M]		FR [q1] [30h+10h] [5 Credits] 🌐

⌘ General courses

⌘ LFIAL1152	Introduction to literary studies		FR [q1] [30h] [5 Credits] 🌐
⌘ LFIAL1260	Interpreting language: semantic and pragmatic approaches	Elisabeth Degand	FR [q1] [30h] [5 Credits] 🌐
⌘ LELAL1399	Scientific writing and end-of-cycle work	Anne-Catherine Simon	FR [q1+q2] [15h] [5 Credits] 🌐

Course prerequisites

There are no prerequisites between course units (CUs) for this programme, i.e. the programme activity (course unit, CU) whose learning outcomes are to be certified and the corresponding credits awarded by the jury before registration in another CU.

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.

LMOD2M4 - Information

Access Requirements

SUMMARY

- > [General access requirements](#)
- > [Specific access requirements](#)
- > [University Bachelors](#)
- > [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](#)

University Bachelors

Diploma	Special Requirements	Access	Remarks
UCLouvain Bachelors			
		Direct access	
		Direct access	
		Direct access	
		Access with additional training	
		Access with additional training	
		Access based on application	
Others Bachelors of the French speaking Community of Belgium			
		Direct access	
		Direct access	
		Access with additional training	
		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

Access based on application

Admission and Enrolment Procedures for general registration

Teaching method

In collaboration with its partners at the Hautes Ecoles, UCLouvain offers a dynamic program designed to train modern language teachers who are committed, competent and open to the world.

The training program integrates various types of courses (theory courses, seminars in small groups (intra- or interdisciplinary) as well as progressive immersion in the profession through a variety of internships: observation of teaching practices in the classroom, immersion for a few days in a school, active teaching practices in different levels and streams.

In the field of modern languages, special attention is paid to the link between language and culture, linguistic diversity, and innovative methods for developing students' language and intercultural skills.

Throughout the course, students are actively involved in their own learning: they build up their knowledge through experience, reflection and exchange. Internships, seminars and assignments (both individual and group) are designed to foster autonomy, critical thinking and collaboration, as well as lifelong learning.

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".

Assessment is carried out using a combination of formative and certificative methods, including practical work in a school context, oral presentations, written reports and oral or written examinations. This variety of assessment methods makes it possible to evaluate the development and final mastery of skills throughout the course.

Contacts

Curriculum Management

Faculty

Structure entity

Denomination

Sector

Acronym

Postal address

SSH/FIAL

Faculty of Philosophy, Arts and Letters ([FIAL](#))

Human Sciences ([SSH](#))

FIAL

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<http://www.uclouvain.be/fial>

Website

Mandate(s)

- Dean : Elisabeth Degand
- Administrative director : Valérie Loutsch

Commission(s) of programme

- Ecole de philosophie ([EFIL](#))
- Ecole d'histoire, arts et cultures ([EHAC](#))
- Ecole de langues et lettres ([ELAL](#))
- Commission de programme en études de genre ([GENR](#))
- Louvain School of Translation and Interpreting ([LSTI](#))

Academic supervisor: [Pierre Piret](#)

Jury

- President: [Pierre Piret](#)
- Secretary: [Fanny Meunier](#)
- 3rd member of the small panel: [Stéphane Colognesi](#)

Useful Contact(s)

- For further information: info-fial@uclouvain.be

