



UNDERGRADUATE DEGREE (*LICENCE*) - 3RD YEAR

SCIENCE AND TECHNIQUES OF PHYSICAL ACTIVITY AND SPORT (STAPS)

EDUCATION AND MOTRICITY (EM)

2020-2021

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AND
ACADEMIC CONTACTS

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Subject to Change

Non-binding document
Updated: JULY 2020

Semester 5: Description of teaching units (<i>unités d'enseignement</i> - UE) in terms of targeted skills.						
APOG EE CODE	Name of UE		ECTS (European credits)	Targeted skills: be able to	Hours in class	Pers. study
SPT3170L	Motor Control according to programme, 1 choice	Physical Education in Schools (EPS): Secondary level	3	<u>All 3</u> <u>progra</u> <u>mmes:</u> Acquire basic knowledge about the organisation of human motricity and its control. Apply the knowledge acquired to analyse a participant involved in a motor task. Design tasks posing motor problems specific to the participants.	20 hrs (lect./t ut.)	75
		Educational Policies (PE): Children aged from 3 to 10 years				
		Local and Regional Authorities (CT): Educational Sport and CT				
SPT3171L	Socio-historical analysis	EPS-1: Secondary level	6	<u>All 3</u> <u>progra</u> <u>mmes:</u> Produce a well-argued written reflection on the process for including and maintaining Physical Education in schools between 1870 and 1959 (with regard to debates between the people and entities involved) based on work to define the terms of the subject and the issues and providing examples	40 hrs (lect./tu t.)	60
		PE-1: Children aged from 3 to 10 years				
		CT-1: Educational Sport and CT				
SPT3172L	Psychosocial Development According to the programme, 1 choice	EPS: Adolescents	3	<u>All 3</u> <u>progra</u> <u>mmes:</u> Analyse and Understand How the Participant/Public Functions Analyse and understand socialisation as an ongoing social process taking place at multiple and often conflicting levels Use your theoretical knowledge to understand specialist texts and analyse a case.	24 hrs (lect./t ut.)	60
		PE: Children aged from 3 to 10 years				
		CT: From children to the elderly				
SPT317 3L	Physical, Sporting and Artistic Activities (APSA) - Learning and Teaching of Disciplines - 1		6	Be able to design and implement and project to intervene in APSA, suitable for a specific type of participant and justified based on your scientific knowledge and your knowledge of teaching and learning.	120 hrs (tut./p rac.)	60
SPT	Professional Experience and Teaching-Learning Skills (CPD) 1 (2 lists)	Video and Analysis of Practical Application	3	Observe, identify, analyse and interpret various types of behaviour (motor and non-motor) in a class in order to identify an issue with a view to the design and implementation of a physical education programme, in line with physical education methodology and teaching. Plan a film shoot and make effective use of the various recording equipment available according to the material and human environment and the editing equipment. Use the images to offer the group arguments to support the hypothesis selected for the project, and offer a critical analysis of the results obtained both at the sociotechnical level and at the teaching and learning level.	20 hrs (prac.)	60
		CPD Intervention Secondary level - 1 Work Placement Secondary Level - 1	6	<u>CPD -</u> <u>All 3</u> <u>progra</u> <u>mmes:</u> Comment, in a structured written work, on a situation or teaching sequence resulting from various APSA programmes. Show how these situations form part of a skills approach and can fit in with the	60 hrs (lect./t	

		CPD Intervention Children aged from 3 to 10 years - 1 Work Placement Primary Level - 1 CPD Intervention Educational Sport and CT - 1 Work Placement Local and Regional Authorities (CT) - 1	constraints and requirements of the school. Work placement - All 3 programmes: Based on a precise analysis of the teaching context, be able to decide what must be taught and planned in teaching programmes for one or two levels of the school curriculum.	ut. /prac.)	
SPT3175 L	English (TR5 STAPS)	3	Oral and written comprehension and expression	20 hrs (tut.)	10

SEMESTER 6:

APOGE E CODE	Name of UE		ECTS	Targeted skills: be able to	Hours in class	Pers. study
SPT3227L	Motor Learning According to the programme, 1 choice	Physical Education in Schools (EPS): Secondary level	3	<u>For all 3 programmes:</u> Acquire knowledge concerning the development of new motricity. Apply the knowledge acquired to analyse a participant involved in a motor task. Design tasks posing motor problems specific to the participants.	20 hrs (lect./t ut.)	75
		Educational Policies (PE): Children aged from 3 to 10 years				
		Local and Regional Authorities (CT): Educational Sport and CT				
SPT3228L	Anatomical and Physiological Development According to the programme, 1 choice	EPS: Adolescents	3	<u>For all 3 programmes:</u> Master the use of exercise physiology methods and tools for adolescents, children aged from 3 to 10 years or from children to the elderly. Cross-disciplinary skills enabling the student to construct an argument based on their knowledge to analyse and understand the functioning of adolescents to be able to propose learning programmes suitable for all in the school context.	24 hrs (lect./t ut.)	
		PE: Children from 3-10 years			24 hrs (tut.)	
		CT: Children to the elderly				
SPT3229L	Socio-Historical Analysis According to the programme, 1 choice	EPS-2	6	<u>For all 3 programmes:</u> Be able to produce a well-argued written reflection on the development of EPS in the process of democratisation of the educational system from 1959 to today, based on work to define the terms of the subject, the issues and providing examples	40 hrs (lect./t ut.)	60
		PE-2			40 hrs (tut.)	
		CT-2: Sport Policies				
SPT3230L	Physical, Sporting and Artistic Activities (APSA) - Learning and Teaching of Disciplines - 2		6	Be able to design and implement and project to intervene in APSA, suitable for a specific type of participant and justified based on your scientific knowledge and your knowledge of teaching and learning.	120 hrs (tut./p rac.)	60
SPT3231L	Professional Experience and Teaching-Learning Skills (CPD) 2	CPD Intervention Secondary level - 2 Work Placement Secondary Level - 2	9	<u>CPD - All 3 programmes:</u> Comment, in a structured written work, on a situation or teaching sequence resulting from various APSA programmes. Show how these situations form part of a skills approach and can fit in with the constraints and requirements of the school. <u>Work placement - All 3 programmes:</u> Analyse, in a structured written work, a problem concerning the teaching of EPS and propose well-argued courses of action.	80 hrs (lect./tu t./prac.)	60
		CPD Intervention Children 3 to 10 Years - 2 Work Placement Primary Level - 2				
		CPD Intervention Educational Sport and CT - 2 Work Placement Local and Regional Authorities (CT) - 2			80 hrs (tut./p rac.)	

SPT3232L	Writing Methodology According to the programme, 1 choice	EPS: Historical Arguments	3	<u>For all 3 programmes:</u> Be able to connect historical facts concerning physical education with social, political and educational history Be able to produce a structured reflection based on a topic drawing on different historical fields Be able to structure your thoughts in a written work drafted in good French and according to the codes of the preparatory dissertation for the CAPEPS examination.	20 hrs (tut./p rac.)	30
		PE: Primary Learning Arguments				
		CT: Professional Writing				

1 - Course objectives and description

This degree, offering 4 specialisations, meets the criteria of the National Register of Professional Certification (RNCP). Indeed, the course description for the first two years is based on the RNCP file for the DEUG (two-year general undergraduate course) in STAPS: <http://www.rncp.cncp.gouv.fr/grand-public/visualisationFiche?format=fr&fiche=4567> and those for the first 4 programmes on a specific RNCP file:

<http://www.rncp.cncp.gouv.fr/grand-public/visualisationFiche?format=fr&fiche=3971>

It enables all students to obtain a general DEUG in STAPS, which provides students with the following skills:

- Teach and supervise four different sports safely;
- Implement action suited to the characteristics of different groups and institutional contexts;
- Implement an activity leadership project forming part of a project to provide a service and a local educational project;
- Contribute to a project as part of a team;
- Use methodological tools to observe participants;
- Use communication tools.

In the 3rd year, the course enables students to specialise in four different socio-economic sectors.

- **EM** programme: Train professionals with polyvalent skills in the field of teaching physical, sporting and expressive activities, capable of designing and leading these activities while ensuring the safety of participants in any educational establishment or structure. Optional teaching units on this course enable students to target opportunities (1) in the school system as replacement teachers for graduates in L3EM and as permanent staff by obtaining the Master in MEEF and passing the CRPE and CAPEPS examinations and/or (2) by taking the ETAPS examination and applying for a position with a local or regional authority as physical activity leader.

2 - Admission requirements and recommended skills

The 'Education and Motricity' programme begins in semester 4 of the undergraduate degree (*Licence*). In order to succeed in S5 (semester 5)

And S6 (semester 6), students are recommended to have acquired: • Practical and technological skills in 8 different groups of physical and sporting activities. • Skills in leading activities for schoolchildren. • Skills in summarising information. • Theoretical knowledge in various disciplinary fields.

3 - Organisation of the course

This undergraduate degree course specialising in Sports Science (STAPS) is organised as follows:

- A 1st year (**L1**) **common to all four specialisations** APA-S, EM, ES and MS: students take all teaching units in semesters 1 and 2, i.e. 60 ECTS; the 1st year constitutes the **STAPS FOUNDATION COURSE**;
- A 2nd year (**L2**) worth 51 core ECTS (i.e. 85%) organised as follows: **10 common teaching units** and **3 optional teaching units**, specific to each specialisation (the choice of optional teaching units in semesters 3 and 4 **does not restrict the student in their choices** for the 3rd year).
- a 3rd year (**L3**) of **specialisation**, very specific to each professional sector.

The combination of cross-disciplinary, core and professional specialisation courses from L1 to L3 gradually orients students Towards their chosen career.

4 - Career opportunities and/or further study

One year after graduating with a degree in Sports Science, surveys among alumni show that:

- **12.5%** of graduates, on average, **enter employment directly** after completing their undergraduate degree (42.4% for the APA-S programme; 37.8% for EM; 65.4% for ES and 29% for MS);
- Around **73.5%** pursue further studies at Université Lyon 1;
- Only **10%** leave Lyon 1 to pursue further studies in another institution.

In the 2016-2020 educational contract, future graduates of the various programmes can continue their studies at Lyon 1 for the following master's degrees:

- Master in **APA-S** - Adapted Physical Activities and Health;
- Master in **EOPS** - Training and Optimisation of Sporting Performance;
- Master in **MS** - Sport Management;
- Master in **MEEF**, in particular on the preparation course for the CAPEPS examination;
- Master in **Gender Studies** (co-accredited with Lyon 2).

5 - Course assessment

The degree is obtained after validating each of the 3 years with an average grade.

Each year is validated by the validation of each semester or by compensation between semesters. A semester is validated with an average grade by compensation between the teaching units composing it. Specific procedures are approved each year and displayed in the component school.

For more information on Course Assessment: <https://www.univ-lyon1.fr/formation/inscription-et-scolarite/modalites-de-contrôle-des-connaissances-572026.kjsp?RH=FORMATION>

6 - Student numbers and pass rate

		2014-15	2015-16	2016-17	2017-18	2018-19
L3 EM	Student numbers	182	195	202	165	182
	Pass	129	130	124	102	139

	Pass rate	71%	67%	63%	62%	76%	
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