

ARCB1BA

2015 - 2016

Bachelor in architecture (Bruxelles)

At Bruxelles Saint-Gilles - 180 credits - 3 years - Day schedule - In frenchDissertation/Graduation Project : **NO** - Internship : **YES**Activities in English: **NO** - Activities in other languages : **NO**Activities on other sites : **NO**Main study domain : **Art de bâtir et urbanisme**Organized by: **Faculté d'architecture, d'ingénierie architecturale, d'urbanisme (LOCI)**Programme code: **arcb1ba** - Francophone Certification Framework: 6**Table of contents**

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ARCB1BA - Introduction

Introduction

ARCB1BA - Teaching profile

Learning outcomes

1. GENERAL AIMS OF THE COURSE

The introduction to architecture, practical architecture project and teaching of the architectural occupations are aimed at training skilled architects on:

- understanding, designing, composing and realising living space by expressing the values underpinning the project;
- performing their role and responsibilities with due consideration for social, cultural, aesthetic, technical and functional, economic, environmental and contextual factors, both in their creations and in a broad range of additional services;
- executing current, new and emerging assignments, with diligence, focus, skill and sensitivity, thus satisfying society's expectations and anticipating future challenges.

This requires the acquisition of specialist knowledge, expertise and theoretical knowledge, as well as the ability to think independently, in order to uphold the values underpinning the architectural project.

2. SPECIFIC OBJECTIVES OF THE BACHELOR'S DEGREE

This cycle introduces students to the values underpinning the architectural discipline. It allows them to acquire the necessary knowledge and methods to develop thinking about architecture and architecture in practice through application and active research.

The course is based on the recognition of the complexity of architecture and on teaching that gradually explores this complexity in depth. Through diligent practical work on an architectural project, the course continually spans the range of issues encountered and increased interdisciplinarity.

This undergraduate course provides fundamental and interdisciplinary training in the different aspects of architecture through the acquisition of:

- design methods for an architectural project;
- techniques for representation and capacities for expression and communication;
- knowledge of exact and human sciences;
- technical knowledge.

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

Concevoir un projet

Face à une question d'ordre architectural, discerner, analyser et intégrer certains éléments constitutifs d'une réalité en devenir. De là, produire des hypothèses à partir desquelles le choix d'une mise en forme cohérente redéfinit les lieux.

- Articuler et développer, avec logique, les milieux naturels et artificiels (paysage, urbain, édifice) dans un cadre de paramètres fondamentaux.
- Enoncer et hiérarchiser les intentions du projet en vue de poser des choix.
- Comprendre, expérimenter et synthétiser, par un projet d'architecture, l'agencement de lieux.
- Analyser, penser, inventer par le dessin, la maquette, les pratiques artistiques.
- Adopter des démarches de projet de type méthodique, créatif, métaphorique, perceptif, collaboratif...

Expérimenter une démarche artistique

Face à une situation donnée, imaginer et mettre en Œuvre une idée capable d'initier un processus de questionnement.

- Capter l' « air du temps » et identifier les moyens qui seront à même de le révéler.
- Découvrir et élargir les limites de son imaginaire.
- Imaginer, produire et explorer de multiples pistes de réponse à une question posée.
- Imaginer des leviers capables de transformer l'appréhension du réel.
- Poser un acte volontaire sur une indétermination de départ en assemblant des concepts préexistants et des idées pour faire une proposition.

Se constituer une culture architecturale

Connaître et comprendre des références écrites, dessinées ou construites qui fondent la discipline.

- Connaître et analyser les références fondamentales de la culture disciplinaire.
- Convoquer des références données qui, par analogie, ouvrent à d'autres interprétations du contexte.

- Développer et activer ses connaissances dans la discipline.

Situer son action

Observer, analyser et interpréter les principales composantes qui constituent la situation dans laquelle s'inscrit la réflexion. Révéler les potentiels de cette situation par l'effet du projet d'architecture.

- Reconnaître, observer et décrire des lieux et des contextes ciblés,
- Analyser des lieux et des contextes selon plusieurs méthodes données et à partir de plusieurs points de vue identifiés,
- Énoncer des questions qui conditionnent le devenir du contexte étudié et faire des hypothèses de projet.
- Expérimenter les possibilités de transformation d'un contexte par la pratique du projet.

Activer d'autres disciplines

Etre curieux et adopter une démarche transversale en vue de consolider les fondements de ses acquis.

- Etre à même d'aller à la rencontre d'autres approches, d'échanger et de nourrir la réflexion architecturale.
- Situer les savoirs d'autres disciplines.
- Recourir à d'autres disciplines pour questionner la conception et la mise en Œuvre de l'architecture.

Concrétiser une dimension technique

Connaître et reformuler des savoirs techniques et scientifiques de l'édification en vue de les manipuler comme levier d'une conception architecturale performante et soutenable.

- Connaître et décrire les principes techniques fondamentaux de l'édification.
- Observer et évaluer les principes constructifs d'un édifice.
- Savoir appliquer les divers principes fondamentaux techniques dans une production architecturale.
- Formuler une compréhension intuitive des structures en vue de l'intégrer dans une production architecturale créative .

Exprimer une démarche architecturale

Utiliser les moyens conventionnels et artistiques pour explorer, déceler, concevoir, donner à voir une réalité, un concept, un projet.

- Connaître, comprendre et utiliser les codes de la représentation de l'espace, en deux et en trois dimensions.
- Restituer l'expérience d'une spatialité en l'observant et en la questionnant.
- Manipuler le dessin, les maquettes, ou tout autre mode de communication pour explorer et concevoir.
- Identifier les principaux éléments d'une hypothèse ou d'une proposition pour les exprimer et les communiquer.
- Expérimenter et utiliser les moyens de communication adéquats en fonction des objectifs visés.
- Exprimer clairement oralement, graphiquement et par écrit des idées.

Adopter une attitude professionnelle

Agir en tant qu'acteur conscient de ses futures responsabilités, prêt à expérimenter l'interaction avec les intervenants de l'acte de bâtir.

- Organiser, planifier, développer et synthétiser un travail individuel.
- Écouter et identifier les besoins et points de vue des différents interlocuteurs afin de dégager une synthèse en regard des objectifs visés.
- Agir en acteur indépendant capable de comprendre le cadre de sa mission, de ses responsabilités envers des tiers.
- Expérimenter et observer le cadre de la pratique professionnelle et de la culture architecturale en s'impliquant de manière autonome.

Poser des choix engagés

S'engager face à une situation, de manière responsable, en s'appuyant sur une réflexivité sociétale et culturelle.

Activer et développer une éthique à travers ses prises de position architecturales.

Prendre conscience de la signification politique de son activité, et de sa responsabilité vis-à-vis de la société.

Mettre en relation différentes perspectives méthodologiques et épistémologiques.

Comprendre le bien fondé d'une idée menant aux objectifs à atteindre par le projet ; poursuivre avec détermination, même par une intervention modeste, la réalisation de cette idée et l'aboutissement de ces objectifs.

Imaginer des propositions ambitieuses capables de remettre en cause les choix de société.

Programme structure

The Bachelor's in Architecture programme totals 180 credits divided over three years of study corresponding to 60 credits each and comprises:

- A common core of mandatory subjects (150 credits)
- An additional module in architecture (30 credits) comprising 15 mandatory credits and 15 variable credits to choose from 3 sites in the faculty (in the 2nd and 3rd years of the Bachelor's degree)
- An internship

The subjects taught are organised into four specific areas:

- Theories and architectural project
- Expression, representation and communication
- Context, science and culture
- Materials, structures and construction

ARCB1BA Detailed programme

Programme by subject

| | | Year | | | | | | |
|---|---------------------------|--|------|------------|-----------|---|---|---|
| | | 1 | 2 | 3 | | | | |
| o Architectural project (76 credits) | | | | | | | | |
| o LBARC1101 | Project of architecture I | Damien Claeys, Benoît Cruysmans, Michèle De Myttenaere, Gérald Ledent, Marie-Christine Raucant, David Vandenbroucke | 240h | 23 Credits | 1 + 2q | x | | |
| o LBARC1201 | Architecture project | Jean-Luc Capron, Francesco Cipolat, Brigitte De Groof, Thierry Delcommune, Guénola Vilet | 240h | 23 Credits | 1 + 2q | | x | |
| o LBARC1301 | Architecture project | Philippe Caucheteux, Philippe Honhon, Ariane Van Craen, Gregoire Guillaume | 240h | 21 Credits | 1 + 2q | | | x |
| o LBARC1202 | In-depth project | Jean-Luc Capron, Francesco Cipolat, Benoît Cruysmans, Brigitte De Groof, Jean-Paul Verleyen, Guénola Vilet | 60h | 3 Credits | 2q | | x | |
| o LBARC1303 | In-depth project | Philippe Caucheteux, Philippe Honhon, Ariane Van Craen, David Vandenbroucke, Gregoire Guillaume | 60h | 3 Credits | 2q | | | x |

| | | | | | | Year | | |
|-------------|---|--|-----|-----------|----|------|---|---|
| | | | | | | 1 | 2 | 3 |
| ○ LBARC1307 | Projet d'architecture approfondi: territoires | Philippe Caucheteux, Jean-Philippe De Visscher, Philippe Honhon, Ariane Van Craen, Gregoire Guillaume (coord.) | 60h | 3 Credits | 1q | | | x |

o Expression, representation and communication (27 credits)





| | | | | | | | | |
|-------------|--|--|---------|-----------|-----------|---|---|---|
| ○ LBARC1120 | Spatial geometry I | Thierry Delcommune, Jerome Malevez | 15h+15h | 2 Credits | 1q | x | | |
| ○ LBARC1121 | Spatial geometry II | Thierry Delcommune, Jerome Malevez | 15h+15h | 2 Credits | 2q | x | | |
| ○ LBARC1220 | Spatial geometry III | Thierry Delcommune, Jerome Malevez | 15h+15h | 2 Credits | 1q | | x | |
| ○ LBARC1122 | Means of expression and representation I | Damien Claeys, Fabienne Dath, Michèle De Myttenaere, Joelle Houdé, Jerome Malevez, Manuel Perez Perez | 90h | 4 Credits | 1 + 2q | x | | |
| ○ LBARC1221 | Means of expression and representation II + multimedia | Fabienne Dath, Joelle Houdé, Manuel Perez Perez | 60h | 3 Credits | 1q | | x | |
| ○ LBARC1224 | Drawing and plastic expression | Fabienne Dath, Joelle Houdé | 30h | 2 Credits | 2q | | x | |
| ○ LBARC1321 | Drawing and plastic expression | Fabienne Dath, Joelle Houdé | 30h | 2 Credits | 1q | | | x |
| ○ LBARC1322 | Moyens d'expression et représentation 4 : confirmation 2 | Fabienne Dath, Joelle Houdé | 30h | 2 Credits | 2q | | | x |
| ○ LBARC1320 | Conception et simulation numérique | Jean-Luc Capron, Jean Couwenbergh | 45h | 3 Credits | 1q | | | x |
| ○ LBARC1225 | Study of forms | Damien Claeys, Marie-Christine Raucent | 15h+15h | 3 Credits | 2q | | x | |
| ○ LBARC1226 | Topography | Francois Vermer | 30h | 2 Credits | 2q | | x | |

o Context and culture (41 credits)

| | | | | | | | | |
|-------------|---|--|---------|-----------|----|---|---|---|
| ○ LBARC1102 | Theorie I | Damien Claeys, Fabienne Dath, Marie-Christine Raucent, Pascale Van de Kerchove, David Vandenbroucke | 30h+15h | 3 Credits | 1q | x | | |
| ○ LBARC1302 | Theory II | Francois Nizet | 30h | 2 Credits | 2q | | | x |
| ○ LBARC1140 | History of architecture I | Xavier de Coster | 45h | 3 Credits | 2q | x | | |
| ○ LBARC1240 | History of architecture II | Xavier de Coster | 45h | 3 Credits | 1q | | x | |
| ○ LBARC1342 | History of urban planning | Jose Olcina | 30h | 2 Credits | 2q | | | x |
| ○ LBARC1141 | Philosophy and anthropology : an introduction | Pascale Seys | 45h | 3 Credits | 1q | x | | |
| ○ LBARC1142 | Study of the milieu | Francois Vermer | 45h | 3 Credits | 1q | x | | |
| ○ LBARC1241 | Architecture, town and territory I | Pierre Vanderstraeten | 30h | 2 Credits | 1q | | x | |
| ○ LBARC1242 | Sociology : inhabiting space | Pierre Vanderstraeten | 30h | 2 Credits | 2q | | x | |
| ○ LBARC1143 | Mathematics : geometry | Martin Buysse, Marielle Cherpion | 15h+30h | 3 Credits | 1q | x | | |
| ○ LBARC1144 | Mathematics : calculus | Martin Buysse, Marielle Cherpion | 15h+30h | 3 Credits | 2q | x | | |
| ○ LBARC1340 | Architecture, town and territory II | Pierre Vanderstraeten | 30h | 2 Credits | 1q | | | x |
| ○ LBARC1304 | Architectonic design | Marc Lacour | 30h | 3 Credits | 1q | | | x |

| | | | | | | Year | | |
|-------------|---|-------------------------|-----|-----------|----|------|---|---|
| | | | | | | 1 | 2 | 3 |
| ○ LBARC1341 | Identifying cultural heritage | Jean-Louis Vanden Eynde | 30h | 2 Credits | 2q | | x | |
| ○ LTECO1201 | Questions of Religious Sciences: Questions about Ethics | Bernard-Louis Ghislain | 15h | 2 Credits | 1q | | x | |
| ○ LBARC1343 | Perception and practice in a built environment | Jean-Luc Capron | 30h | 3 Credits | 1q | | | x |



○ Materials, structure and construction (28 credits)

| | | | | | | | | |
|-------------|---|---|---------|-----------|----|---|---|---|
| ○ LBARC1260 | Physics of the building II | Magali Bodart | 30h | 2 Credits | 2q | | x | |
| ○ LBARC1360 | Building : acoustics and electricity | Magali Bodart | 30h | 2 Credits | 2q | | | x |
| ○ LBARC1160 | Structural analysis I | Francois Nizet, Yvette Pelsser | 30h+30h | 4 Credits | 2q | x | | |
| ○ LBARC1261 | Structural analysis II  | Francois Nizet, Yvette Pelsser | 30h+45h | 5 Credits | 1q | | x | |
| ○ LBARC1361 | Structural analysis III  | Francis De Vos | 60h | 4 Credits | 1q | | | x |
| ○ LBARC1164 | Construction and materials Ia | Magali Bodart, Jean-Francois Roger France | 30h | 2 Credits | 1q | x | | |
| ○ LBARC1165 | Construction and materials I b | Michel Proces, Jean-Francois Roger France | 45h | 3 Credits | 2q | x | | |
| ○ LBARC1262 | Construction and materials II  | Michel Proces, Jean-Francois Roger France | 60h | 4 Credits | 2q | | x | |
| ○ LBARC1362 | Construction and materials III  | Adrian Joyce, Michel Proces | 30h | 2 Credits | 2q | | | x |

○ Internships (2 credits)

| | | | | | | | | |
|-------------|-----------|----|--|-----------|--|--|--|---|
| ○ LBARC1380 | Intership | N. | | 2 Credits | | | | x |
|-------------|-----------|----|--|-----------|--|--|--|---|

○ Languages (6 credits)

| | | | | | | | | |
|-------------|---|--|-----|-----------|----|---|---|---|
| ○ LBARC1123 | English I | Frédéric Declercq, Catherine Fasbender | 20h | 2 Credits | 2q | x | | |
| ○ LBARC1228 | English II  | Frédéric Declercq, Catherine Fasbender | 20h | 2 Credits | 1q | | x | |
| ○ LBARC1323 | English III  | Catherine Fasbender | 20h | 2 Credits | 1q | | | x |

Course prerequisites

A document entitled [en-prerequis-2015-arcb1ba.pdf](#) specifies the activities (course units - CU) with one or more pre-requisite(s) within the study programme, that is the CU whose learning outcomes must have been certified and for which the credits must have been granted by the jury before the student is authorised to sign up for that activity.

These activities are identified in the study programme: their title is followed by a yellow square.

As the prerequisites are a requirement of enrolment, there are none within a year of a course.

The prerequisites are defined for the CUs for different years and therefore influence the order in which the student can enrol in the programme's CUs.

In addition, when the panel validates a student's individual programme at the beginning of the year, it ensures the consistency of the individual programme:

- It can change a prerequisite into a corequisite within a single year (to allow studies to be continued with an adequate annual load);
- It can require the student to combine enrolment in two separate CUs it considers necessary for educational purposes.

For more information, please consult [regulation of studies and exams](#).

The programme's courses and learning outcomes

For each UCL training programme, a [reference framework of learning outcomes](#) specifies the competences expected of every graduate on completion of the programme. You can see the contribution of each teaching unit to the programme's reference framework of learning outcomes in the document "In which teaching units are the competences and learning outcomes in the programme's reference framework developed and mastered by the student?"

The document is available by clicking [this link](#) after being authenticated with UCL account.

Programme type

ARCB1BA - 1ST ANNUAL UNIT

○ Mandatory

△ Courses not taught during 2015-2016

⊕ Periodic courses taught during 2015-2016

⊗ Optional

⊖ Periodic courses not taught during 2015-2016

■ Activity with requisites

Click on the course title to see detailed informations (objectives, methods, evaluation...)

○ Architectural project

| | | | | | |
|-------------|---|--|------|------------|-----------|
| ○ LBARC1101 | Project of architecture I | Damien Claeys, Benoît Cruysmans, Michèle De Myttenaere, Gérald Ledent, Marie-Christine Raucent, David Vandembroucke | 240h | 23 Credits | 1 + 2q |
|-------------|---|--|------|------------|-----------|

○ Expression, representation and communication

| | | | | | |
|-------------|--|--|---------|-----------|-----------|
| ○ LBARC1120 | Spatial geometry I | Thierry Delcommune, Jerome Malevez | 15h+15h | 2 Credits | 1q |
| ○ LBARC1121 | Spatial geometry II | Thierry Delcommune, Jerome Malevez | 15h+15h | 2 Credits | 2q |
| ○ LBARC1122 | Means of expression and representation I | Damien Claeys, Fabienne Dath, Michèle De Myttenaere, Joelle Houdé, Jerome Malevez, Manuel Perez Perez | 90h | 4 Credits | 1 + 2q |

o Context and culture

| | | | | | |
|-------------|---|--|---------|-----------|----|
| ○ LBARC1102 | Theorie I | Damien Claeys, Fabienne Dath, Marie-Christine Raucant, Pascale Van de Kerchove, David Vandenbroucke | 30h+15h | 3 Credits | 1q |
| ○ LBARC1140 | History of architecture I | Xavier de Coster | 45h | 3 Credits | 2q |
| ○ LBARC1141 | Philosophy and anthropology : an introduction | Pascale Seys | 45h | 3 Credits | 1q |
| ○ LBARC1142 | Study of the milieu | Francois Vermer | 45h | 3 Credits | 1q |
| ○ LBARC1143 | Mathematics : geometry | Martin Buysse, Marielle Cherpion | 15h+30h | 3 Credits | 1q |
| ○ LBARC1144 | Mathematics : calculus | Martin Buysse, Marielle Cherpion | 15h+30h | 3 Credits | 2q |

o Materials, structure and construction

| | | | | | |
|-------------|--------------------------------|---|---------|-----------|----|
| ○ LBARC1160 | Structural analysis I | Francois Nizet, Yvette Pelsser | 30h+30h | 4 Credits | 2q |
| ○ LBARC1164 | Construction and materials Ia | Magali Bodart, Jean-Francois Roger France | 30h | 2 Credits | 1q |
| ○ LBARC1165 | Construction and materials I b | Michel Proce, Jean-Francois Roger France | 45h | 3 Credits | 2q |

o Languages

| | | | | | |
|-------------|-----------|---|-----|-----------|----|
| ○ LBARC1123 | English I | Frédéric Declercq, Catherine Fasbender | 20h | 2 Credits | 2q |
|-------------|-----------|---|-----|-----------|----|

ARCB1BA - 2ND ANNUAL UNIT

○ Mandatory

△ Courses not taught during 2015-2016

⊕ Periodic courses taught during 2015-2016

⊗ Optional

⊖ Periodic courses not taught during 2015-2016

■ Activity with requisites

Click on the course title to see detailed informations (objectives, methods, evaluation...)

o Architectural project

| | | | | | |
|-------------|------------------------|---|------|------------|-----------|
| ○ LBARC1201 | Architecture project ■ | Jean-Luc Capron, Francesco Cipolat, Brigitte De Groof, Thierry Delcommune, Guénola Vilet | 240h | 23 Credits | 1 + 2q |
| ○ LBARC1202 | In-depth project ■ | Jean-Luc Capron, Francesco Cipolat, Benoît Cruysmans, Brigitte De Groof, Jean-Paul Verleyen, Guénola Vilet | 60h | 3 Credits | 2q |

o Expression, representation and communication

| | | | | | |
|-------------|--|---|---------|-----------|----|
| ○ LBARC1220 | Spatial geometry III ■ | Thierry Delcommune, Jerome Malevez | 15h+15h | 2 Credits | 1q |
| ○ LBARC1221 | Means of expression and representation II + multimedia ■ | Fabienne Dath, Joelle Houdé, Manuel Perez Perez | 60h | 3 Credits | 1q |
| ○ LBARC1224 | Drawing and plastic expression | Fabienne Dath, Joelle Houdé | 30h | 2 Credits | 2q |
| ○ LBARC1225 | Study of forms | Damien Claeys, Marie-Christine Raucent | 15h+15h | 3 Credits | 2q |
| ○ LBARC1226 | Topography | Francois Vermer | 30h | 2 Credits | 2q |

o Context and culture

| | | | | | |
|-------------|---|------------------------|-----|-----------|----|
| ○ LBARC1240 | History of architecture II ■ | Xavier de Coster | 45h | 3 Credits | 1q |
| ○ LBARC1241 | Architecture, town and territory I | Pierre Vanderstraeten | 30h | 2 Credits | 1q |
| ○ LBARC1242 | Sociology : inhabiting space | Pierre Vanderstraeten | 30h | 2 Credits | 2q |
| ○ LTECO1201 | Questions of Religious Sciences: Questions about Ethics | Bernard-Louis Ghislain | 15h | 2 Credits | 1q |

o Materials, structure and construction

| | | | | | |
|-------------|---------------------------------|---|---------|-----------|----|
| ○ LBARC1260 | Physics of the building II | Magali Bodart | 30h | 2 Credits | 2q |
| ○ LBARC1261 | Structural analysis II ■ | Francois Nizet, Yvette Pelsser | 30h+45h | 5 Credits | 1q |
| ○ LBARC1262 | Construction and materials II ■ | Michel Proces, Jean-Francois Roger France | 60h | 4 Credits | 2q |

o Languages

| | | | | | |
|-------------|--------------|---|-----|-----------|----|
| ○ LBARC1228 | English II ■ | Frédéric Declercq, Catherine Fasbender | 20h | 2 Credits | 1q |
|-------------|--------------|---|-----|-----------|----|

ARCB1BA - 3RD ANNUAL UNIT

○ Mandatory

△ Courses not taught during 2015-2016

⊕ Periodic courses taught during 2015-2016

⊗ Optional

⊖ Periodic courses not taught during 2015-2016

■ Activity with requisites

Click on the course title to see detailed informations (objectives, methods, evaluation...)

o Architectural project

| | | | | | |
|-------------|---|---|------|------------|-----------|
| ○ LBARC1301 | Architecture project ■ | Philippe Caucheteux, Philippe Honhon, Ariane Van Craen, Gregoire Wullaume | 240h | 21 Credits | 1 + 2q |
| ○ LBARC1303 | In-depth project | Philippe Caucheteux, Philippe Honhon, Ariane Van Craen, David Vandenbroucke, Gregoire Wullaume | 60h | 3 Credits | 2q |
| ○ LBARC1307 | Projet d'architecture approfondi: territoires | Philippe Caucheteux, Jean-Philippe De Visscher, Philippe Honhon, Ariane Van Craen, Gregoire Wullaume (coord.) | 60h | 3 Credits | 1q |

o Expression, representation and communication

| | | | | | |
|-------------|--|--------------------------------------|-----|-----------|----|
| ○ LBARC1321 | Drawing and plastic expression | Fabienne Dath, Joelle Houdé | 30h | 2 Credits | 1q |
| ○ LBARC1322 | Moyens d'expression et représentation 4 : confirmation 2 | Fabienne Dath, Joelle Houdé | 30h | 2 Credits | 2q |
| ○ LBARC1320 | Conception et simulation numérique | Jean-Luc Capron, Jean Couwenbergh | 45h | 3 Credits | 1q |

o Context and culture

| | | | | | |
|-------------|--|----------------------------|-----|-----------|----|
| ○ LBARC1302 | Theory II | Francois Nizet | 30h | 2 Credits | 2q |
| ○ LBARC1342 | History of urban planning | Jose Olcina | 30h | 2 Credits | 2q |
| ○ LBARC1340 | Architecture, town and territory II | Pierre Vanderstraeten | 30h | 2 Credits | 1q |
| ○ LBARC1304 | Architectonic design | Marc Lacour | 30h | 3 Credits | 1q |
| ○ LBARC1341 | Identifying cultural heritage | Jean-Louis Vanden Eynde | 30h | 2 Credits | 2q |
| ○ LBARC1343 | Perception and practice in a built environment | Jean-Luc Capron | 30h | 3 Credits | 1q |

o Materials, structure and construction

| | | | | | |
|-------------|--------------------------------------|-------------------------------|-----|-----------|----|
| ○ LBARC1360 | Building : acoustics and electricity | Magali Bodart | 30h | 2 Credits | 2q |
| ○ LBARC1361 | Structural analysis III ■ | Francis De Vos | 60h | 4 Credits | 1q |
| ○ LBARC1362 | Construction and materials III ■ | Adrian Joyce, Michel Procs | 30h | 2 Credits | 2q |

o Internships

| | | | | | |
|-------------|-----------|----|--|-----------|--|
| ○ LBARC1380 | Intership | N. | | 2 Credits | |
|-------------|-----------|----|--|-----------|--|

o Languages

| | | | | | |
|-------------|---------------|---------------------|-----|-----------|----|
| ○ LBARC1323 | English III ■ | Catherine Fasbender | 20h | 2 Credits | 1q |
|-------------|---------------|---------------------|-----|-----------|----|

ARCB1BA - Information

Admission

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

- [> General requirements](#)
- [> Specific requirements](#)
- [> Knowledge of the French language exam](#)
- [> Special requirements](#)

General 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 (this qualification does not grant exemption from the [French language proficiency examination](#)), 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 no later than 14 July 2015 to the Equivalence department ([Service des équivalences](#)) of the Ministry of Higher Education and Scientific Research of the French Community of Belgium.

The following two qualifications are automatically deemed equivalent to the Certificate of Upper Secondary Education (Certificat d'enseignement secondaire supérieur – CESS):

- European Baccalaureate issued by the Board of Governors of a European School,
- International Baccalaureate issued by the International Baccalaureate Office in Geneva.

These two qualifications do not, however, provide automatic exemption from the [French language proficiency examination](#).

8. Official documentation attesting to a student's ability to pursue higher education (diplôme d'aptitude à accéder à l'enseignement supérieur - DAES), issued by the Examination Board of the French Community.

Specific requirements

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.

Exam of knowledge of the French language

Anyone not demonstrating sufficient [French language proficiency](#) will not be admitted to the first-year undergraduate examinations.

Special requirements

- Admission to **undergraduate studies in engineering: civil engineering and architect**

Pass certificate for the [special entrance examination for undergraduate studies in engineering: civil engineering and architect](#).

Admission to these courses is always subject to students passing the special entrance examination. Contact the faculty office for the programme content and the examination arrangements.

- Admission to **undergraduate studies in veterinary medicine**

[Admission to undergraduate studies in veterinary medicine is governed by the Decree of 16 June 2006 regulating the number of students in certain higher education undergraduate courses \(non-residents\)](#).

- Admission to **undergraduate studies in physiotherapy and rehabilitation**

[Admission to undergraduate studies in physiotherapy and rehabilitation is governed by the Decree of 16 June 2006 regulating the number of students in certain higher education undergraduate courses \(non-residents\)](#).

- Admission to **undergraduate studies in psychology and education: speech and language therapy**

[Admission to undergraduate studies in psychology and education: speech and language therapy is governed by the Decree of 16 June 2006 regulating the number of students in certain higher education undergraduate courses \(non-residents\)](#).

- Admission to **undergraduate studies in medicine and dental science**

[Admission to undergraduate studies in medicine and dental science is governed by the Decree of 16 June 2006 regulating the number of students in certain higher education undergraduate courses \(non-residents\)](#).

Note: students wishing to enrol for a Bachelor's degree in Medicine must first sit an aptitude test.

Teaching method

Architecture is a specialist discipline and essentially a collective event. It confidently asserts its function to serve society and draws its energy and its inventiveness from the positive constraints imposed by this society and by its own material and spiritual characteristics.

Learning is not restricted to the mere accumulation of knowledge. Know-how and critical thinking are paramount, focused on an essential ethical dimension, with the aim of guiding students towards responsible and competent life skills.

To meet this requirement, discipline, creativity and technical know-how are, in their complementarity and indivisibility, the primary objectives of the training of our students.

In addition to fostering creativity, the ability to manipulate concepts and the ability to act independently and collaboratively, the course strengthens the acquisition of dual skill-sets:

- to build and develop, that is to say, to ground theory in reality;
- to adopt a forward-looking approach, which may lead to research.

Students benefit from an approach which encompasses all the aspects of the architectural discipline: artistic, intellectual, scientific and material.

The teaching methods used are based on a systematic and in-depth use of the foundations of architecture.

Focusing learning on contextual complexity, on increasing the magnitude of the challenges encountered in order to progress towards an improved mastery of solutions, and on adopting teaching practices which combine application, discipline and creativity, are characteristics that have shaped our identity.

In addition, the prime position of the architecture project as the centre of the training, as evidenced by the number of hours in the studio, is reinforced by the strong link between theoretical courses and the project, thereby leading to the integration of knowledge and the complementarity of the teaching.

The definition of clear, precise and regularly updated learning contracts also allows lecturers to situate their course and to coordinate their content and requirements. In the same vein, we recognise the importance of the presence of architecture professionals within the faculty in order to open up the course fully to responsible, current practice which is grounded in reality.

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".

The teaching activities are assessed according to current University regulations (General rules and regulations for exams), namely written and oral examinations, individual or group work, public presentations of projects.

Teaching activities, including those of the architecture project and design, are subject to ongoing assessment with a single overall grade. These continuous assessments take the form of partial assessments, which take place outside the evaluation periods in session according to a specific timetable which is distributed at the start of the academic year.

These assessments must end in May–June. The overall grade achieved is subject to deliberation in June and it is the subject of a report for the deliberation in September, if applicable.

Mobility and/or Internationalisation outlook

Mobility is a major asset to the course. It mainly takes place during the Master's degree. However, Erasmus Belgica exchanges take place as part of the Bachelor's degree.

The Faculty offers more than 30 opportunities for exchanges in Europe. From North to South and from East to West in Europe, exchange programmes allow students to stay one or two semesters in architecture faculties and to learn other approaches and practices in the discipline.

There are also a number of exchange programmes with destinations in Canada, the USA or Latin America.

Possible trainings at the end of the programme

Holders of a Bachelor's in Architecture degree are granted direct access to the Master's in Architecture programme.

Contacts
