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| **1- Identification of the Education Offer** |

***Level* : Bachelor Degree (UnderGraduate level)**

***Field :*** **Architecture, Urban Planning and City Professions**

***Branch* : Architecture**

***Speciality* : Architecture**

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| **2- Educational Establishment :** |

***Faculty/Institute:*** **Faculty of Technology**

***Department:* Department of Architecture**

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| **3- External partners** |

***Algerian Academic partners:***

Polytechnic School of Architecture and Urban Planning (EPAU).

Architecture departments nationwide

***Companies and other socio-economic partners*:**

Tlemcen Urban Planning and Construction Department (DUC) ;

Tlemcen Public Equipment Department (DEP) ;

Tlemcen Housing Department (DL) ;

Tlemcen Property Management Promotion Office (OPGI) ;

Tlemcen Cultural Department (DC) ;

Mekteb el Hendassa Tlemcen (MHT) ;

Local Council of the Order of Architects (CLOA) ;

Technical Building Control (CTC) ;

Popular Assembly of the Commune of Tlemcen (APC).

Tlemcen Arts and Exhibition Centre (CAREX) ;

Tlemcen Youth and Sports Department (DJS) ;

Office National de la Gestion et de l'Exploitation des Biens Culturels in Tlemcen (OGEBC).

***International partners :***

University of Aix En Provence, France.

Polytechnic University of Madrid, Spain.

Polytechnic University of Bucharest, Romania.

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| **4- Context and objectives of the training:** |

From a pedagogical point of view, the reform of higher education consists in establishing a teaching organization that aims to enable students to:

- Acquire working methods that develop a critical mind and the ability to analyze, synthesize and adapt.

- Benefit from efficient and appropriate guidance, reconciling their wishes with their aptitudes, to better prepare them either for working life, optimizing their chances of professional integration, or for further university studies.

- Better adaptation of architectural training to the continuous evolution of techniques and technologies.

- A response to the changing needs of the national and regional socio-economic context.

- Bring architectural education in Algeria into line with universal standards, so as to enable greater exchange and mobility.

Indeed, the aim is to "validate" the qualities and aptitudes that will enable future managers to exercise their profession responsibly and professionally.

Thus, the training profile prescribed by the national educational committee for the "Architecture, Urban Planning and City Professions" field tends to prioritize practical qualifications, while remaining open and "reflective". In fact, while the architect's primary mission is to be prepared and able to respond appropriately to public commissions in his or her field, the fact remains that, as a "thinking head", he or she is also a producer of knowledge. In this way, the practitioner's field of practice can also be enhanced by a predisposition to engage in research.

From this perspective, the bachelor's degree is the stage at which students acquire the necessary foundations for the profession. The third year of training (L3) is a year for validating the acquisition and assimilation of theoretical and practical knowledge, enabling access to the final stage of university training (cycle 2).

This first part of the architect's training through the license constitutes an INITIATION TO ARCHITECTURAL PRACTICE THROUGH DISCOVERY AND DESIGN (MASTERY OF BASIC TOOLS).

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| **5- Facilities, Equipment and Laboratoires** |

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| **Title of the laboratory:** | **TOPOGRAPHY** |
| **No.** | **Equipment title** | **Number** | **Observations** |
| 1 | Theodolite DT 200 digital | 1 | The material listed allows therealization of various workssurveying practicesas :• the statement,• the layout,• determination of surfaces,• plotting the curves oflevels, etc. |
| 2 | Theodolite Tt400 (T12) with tripod | 1 |
| 3 | Tachymeter device 5  | 5 |
| 4 | 4 Niveaux NK01 8  | 8 |
| 5 | KERM level with tripod | 1 |
| 6 | Level N 20 with tripod | 1 |
| 7 | Leica NA730 level | 1 |
| 8 | Gray T12 staff | 1 |
| 9 | White target | 7 |
| 10 | LNG red sight | 2 |
| 11 | Staff with case | 1 |
| 12 | Mire L.A.T | 1 |
| 13 | Mire type B.T.L 4D.01 | 1 |
| 14 | Mire B.T.L 4D | 1 |
| 15 | Optical brackets | 6 |
| 16 | GST 20 Tripods | 5 |
| 17 | Tripods GST 70 | 1 |
| 18 | Trépied type B.S.T | 1 |
| 19 | Centering device with two pivoting feet 1 | 1 |
| 20 | Centering rod | 2 |
|  21 | Milestones | 67 |

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| **Title of the laboratory:** | **Building materials technology** |
| **No.** | **Equipment title** | **Number** | **Observations** |
| 1 | Complete apparatus for equivalent test ofsand according to NF P 18 598 | 2 | Equivalent test ofSand |
| 2 | Complete apparatus for Vicat test | 2 | Vicat test |
| 3 | Complete apparatus for the " Permeameter ofBLAINE » | 3 | Permeability test |
| 4 | Flow cone according to NF P 10-358 with10 mm fixed nozzle L0060.4 | 2 | TP Flow cone |
| 5 | 1l PVC measuring container | 2 |
| 6 | Stainless steel sieve diameter 150 open 3.15 mm | 2 |
| 7 | MARCH cone nozzle diam 4.76 mm forgrout viscosity with graduated plastic bowl1 liter | 2 | TP Cone of March |
| 8 |  1 liter graduated bowl | 2 |
| 9 | SPEDY device | 3 | TP |
| 10 | Measuring plot for shrinkage mold 4x4x16 cm (10 pieces) | 1 |
| PT ofDeformometry orrefractometry |
| 11 | INVAR calibration rod length 160mmfor test on specimen 4x4x16mm | 1 |
| 12 | Stainless steel ball dia 6mm for refractometer | 5 |
| 13 | 5mm comparator | 1 |
| 14 | Pull-Out test device according to ASTM C900 | 1 | Pull-out test TP |
| 15 | Hydraulic cylinder | 1 |
| 16 | Pump with 60kn pressure gauge | 1 |
| 17 | Set of inserts to put in place when casting theconcrete with support ring | 1 |
| 18 | Complete apparatus for analysisparticle size of aggregates | 5 | Analysis labGranulometric |

12 drawing rooms with a capacity of 25 drawing tables

09 classrooms with more than 25 seats

01 Amphitheater (classrooms) with 150 seats

02 computer rooms with a capacity of 20 workstations (for CAD work)

01 drawing room

01 computer center

01 remote teaching center

01 examination room

Library of over 6,000 books from the Faculty of Technology.

In addition to the titles available in architecture, the library covers all disciplines related to architecture:

- Civil Engineering

- Books in Computer Science

- Hydraulics

- Books on environment and ecology.

- Books on urban planning

The Faculty of Technology is equipped to provide

Students to benefit from Internet services.

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| **6- Profiles and Competencies Targeted** |

The knowledge acquired at the end of this three-year "academic degree" is only one stage in the training process of the "future architect". It provides the theoretical foundation for the fundamental knowledge required for access to the Master of Architecture program, which will provide additional specialized training in the various profiles offered by the Master of Architecture program.

The resulting Master's courses would enable the construction of more progressive professional careers, capable of adapting to the needs and requirements of the market and the international, national and regional context.

In addition, the subjects taught in this proposed "academic bachelor's degree" form the basis of specialized training in Architecture, but also open up prospects for horizontal gateways to other para-architectural training courses, in line with the LMD training system.

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| **7- Development Prospects and Employability** |

he distribution of architectural training points across the national territory can help meet the production needs in the construction sector. The variety of tasks and missions assigned to the architectural profession is part of the demand from all sectors, organizations, and institutions involved in urban services, local authorities, and the construction industry.

Building production also requires management and maintenance services, ensuring tasks related to updating, requalification, and rehabilitation of the living environment. Private sector work is also considered. Accreditation follows a procedure that includes completing a professional internship and registration with the National Register of Architects. In conclusion, employability is ensured to the extent of the needs of the sectors and the services provided by urban and municipal organizations.

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| **8- Organisation of the Semesters Teaching** |











