



## BIRA2M - Introduction

### Introduction

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## BIRA2M - Teaching profile

### Learning outcomes

Master in Agricultural Sciences Engineering students must endeavour to diagnose and solve complex and original issues in bioengineering through a multidisciplinary approach in order to develop and implement innovative and sustainable solutions.

This Master's programme aims to train experts in the field of sustainable animal and plant production, respectful of the environment and conscious of food security.

The future bioengineers acquire the knowledge and skills required to become:

- professionals able to tackle and diagnose agronomic problems: production and quality, production systems and industries, protection and development of resources, socio-economic impacts;
- scientists able to understand complex processes on different scales, used to multidisciplinary approaches and consultation with other specialists;
- innovators able to design new kinds of production and management methods, new processes, etc. in response to many major challenges: feeding the world, bringing together food and health, reconciling agriculture, environment and sustainable development.

Highly versatile and multidisciplinary in character, the course dispensed by the Faculty of Biological, Agricultural and Environmental Engineering focuses on acquiring skills which combine theory and practice to train "bioengineers" mastering a broad base of scientific and technological knowledge and skills, allowing them to adopt an integrated approach to biological, agricultural and environmental systems.

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

3. To design and execute a research project, implementing an analytical scientific and, if applicable, systematic approach, to further understanding of an original research problem in their field of specialisation, incorporating several disciplines.

*This skill set will develop throughout the five years. Amongst others it requires the use of a set of skills as described below. These skills correspond in fact to the different stages of the scientific approach.*

*The majority of these skills are developed in the Bachelor and Master programmes, with differentiation predominately on three levels:*

- the level of detail and complexity applied to the scientific problem/research studied;
- the degree of innovation shown by the student;
- the degree of autonomy demonstrated by the student throughout the process.

3.1 To summarise the state of knowledge on a complex research problem which relates to their choice of specialisation: to research information, to select and validate its reliability based on the nature of the source of the information and comparing several sources.

3.2 To specify and define the research question.

3.3 To examine the research question using conceptual abstraction and formulate hypotheses.

3.4 To develop and implement a rigorous methodology to answer the research question.

3.5 To master and apply statistical data analysis tools in the context of a complex scientific issue.

3.6 To analyse and interpret the results to produce a substantiated critique on a complex scientific question.

3.7 To demonstrate an ability to summarise and formulate conclusions on a complex scientific question.

3.8 In each of the skills mentioned above, to demonstrate rigour, precision and the critical thinking essential for any scientific method.

3.9 To demonstrate innovation in at least one of the skills mentioned above.

1. To explore an integrated body of knowledge (knowledge, methods and techniques, models and processes) which serves as the foundation from which to operate with expertise in the field of agricultural science and technology.

1.1 To build an advanced knowledge base in the field of agricultural science and more specifically in the following disciplines:

- Plant and animal sciences
- The agrarian system
- Agricultural and rural policies
- Biotechnology

1.2 To build highly specialised scientific knowledge in one of the following bioengineering specialisations:

- Science, technology and food quality
- Integrated agronomy
- Integrated plant protection
- Water and land resources
- Information analysis and management in agricultural engineering
- Agricultural development and production in the tropical zones

1.3 To master procedural skills in conducting experiments: molecular biology techniques, experimental design, biometrics and data analysis as well as specific techniques in relation to their choice of specialisation.

1.4 To apply their knowledge critically to tackle a complex agricultural issue ranging from the molecular level to an agro-ecosystem.

1.5 To apply multiple strands of knowledge to resolve a multidisciplinary agricultural problem in order to develop relevant and innovative solutions.

2. To explore an integrated body of "engineering and management knowledge" which serves as the foundation from which to operate with expertise in the field of agricultural science and technology.

2.1 To build an advanced knowledge base (e.g. concepts, laws, technologies) and tools (e.g. modelling, programming) in engineering sciences:

- Applied biotechnology
- Biometrics
- Animal and plant production
- Management and analysis of production systems and processing
- Agricultural management and decision-making support
- Process engineering

2.2 To build and master highly specialised knowledge and tools in one of the following bioengineering specialisations:

- Technology and food quality
- Integrated agronomy
- Integrated plant protection
- Water and land resources
- Agricultural economics and natural resources
- Information analysis and management in agricultural engineering
- Agricultural development and production in the tropical zones

2.3 To master the operational use of specialised tools in engineering sciences (e.g. systems analysis, statistical analysis, programming, modelling, etc.):

- Planning experiments
- Carrying out surveys
- Specific tools in relation to the choice of specialisation

2.4 To activate and apply their knowledge of engineering with a critical mind and using a quantitative approach to tackle a complex agricultural problem ranging from the molecular level to an agro-ecosystem.

2.5 To locate and understand how companies and organisations operate, including the role of the different players, their financial and social realities and responsibilities and the challenges and constraints which characterise their environment.

4. To formulate and resolve a complex agricultural engineering problem related to new situations presenting a degree of uncertainty. The student will be able to design appropriate, sustainable and innovative solutions through a systematic approach incorporating scientific, economic and sociological aspects. This problem may be related to agricultural production and the quality of products, agricultural production systems and sectors, and to the transformation of agricultural products.

4.1 To strategically differentiate the key elements from the less critical elements relating to a complex agricultural engineering problem, in order to define and determine the field of action for this problem.

4.2 To identify the knowledge acquired and that to be acquired to resolve the complex agricultural engineering problem.

4.3 To analyse a complex agricultural engineering problem using a systematic and multidisciplinary approach in order to carry out diagnostics and formulate the specifications.

4.4 To demonstrate an ability for conceptual abstraction and formalisation in analysing and resolving the complex agricultural engineering problem.

4.5 To develop scientifically and technologically relevant and innovative solutions, through a multidisciplinary (integration and articulation of knowledge) and quantitative approach, making it possible to develop products, systems, processes or services in the field of agricultural sciences.

4.6 To test solutions and evaluate their impact in relation to an economic, environmental, social and cultural context.

4.7 To formulate concrete and responsible recommendations to encourage sustainable development in relation to the efficient operational and sustainable implementation of the solutions proposed.

5. To design and implement a multidisciplinary project, alone and in a team, with the stakeholders concerned while taking the objectives into account and incorporating the scientific, technical, environmental, economic and human factors.

*As the graduate must be able to manage a project alone and in a team, the skills listed below are described in the context of the master, through projects not only considered in their scientific and technological dimensions but also the financial and, if applicable, social aspects and with a degree of complexity representative of typical professional scenarios.*

5.1 To know and understand the principles and factors of group dynamics (including the constructive role of conflict).

5.2 To know and understand the project management process (project cycles): formulation and definition of the project, project management, monitoring and evaluation of the project.

5.3 To situate a multidisciplinary project within its environment and identify the issues, constraints and stakeholders and to clearly define its objectives.

5.4 To plan and develop all the stages of a multidisciplinary project, alone and in a team, and to work together after having allocated the tasks.

5.5 To involve key players at appropriate stages in the process.

5.6 To work within a team and collaborate effectively to achieve common objectives.

5.7 To take and assume the decisions required for the effective project management either alone or in a team in order to achieve the intended objectives.

5.8 To recognise and take into consideration the diversity of opinions and ways of thinking of team members and to manage conflict constructively to work towards a consensual decision.

5.9 To lead a team (demonstrate leadership): to motivate team members, to develop a collaborative climate, to guide them to cooperate in the achievement of a common objective, to manage conflict.

6. To communicate, interact and convince in a professional manner, in French and English at level C1 (Common European Framework of Reference for Languages published by the Council of Europe), both verbally and in writing, adapting to their conversational partners and the context.

6.1 To understand and use scientific articles and advanced technical documents in French and English.

6.2 To communicate information, ideas, solutions and conclusions as well as the knowledge and underlying principles, in a clearly structured, substantiated, concise and comprehensive way (as appropriate) both verbally and in writing according to the standards of communication specific to the context and by adapting their presentation according to the level of expertise of the audience.

6.3 To develop logic diagrams to concisely pose complex global questions.

6.4 To communicate the state of knowledge in a specific field concisely and critically.

6.5 To communicate results and conclusions, and to support a message, in an appropriate manner using scientific tables, graphs and diagrams.

6.6 To communicate effectively and respectfully with various stakeholders, demonstrating listening skills, empathy and assertiveness.

6.7 To argue and convince: to understand the points of view of various stakeholders and present their arguments accordingly.

6.8 To master the computerised and technological tools essential for professional communication.

6.9 To learn English to level C1 according to the European references.

7. To act critically and responsibly by taking account of sustainable development issues and operating with a humanistic outlook.

7.1 To demonstrate intellectual independence of thought, to examine knowledge and professional practices and trends critically.

7.2 To make decisions and act in society with respect for ethical values and in compliance with laws and conventions.

7.3 To make decisions and act responsibly by factoring in sustainable development values.

7.4 To make decisions and act with respect for humanistic values, cultural openness and solidarity, especially in North–South relations.

7.5 To assume professional responsibilities and act in a managerial capacity vis-à-vis their colleagues.

*The majority of these skills are not developed exclusively through specific activities, but rather as a result of the multiple and diverse situations encountered throughout the course, the educational programmes and the way in which it is run, as well as through the university environment.*

8. To demonstrate independence and be proactive in acquiring new knowledge and developing new skills in order to adapt to changing or uncertain situations and to grow, to build a professional project within a continuing development approach.

8.1 To manage their work independently: to set priorities, anticipate and plan all the activities in time, including in the face of changing, uncertain or urgent situations.

8.2 To manage stress and frustrations in urgent, changing, inconsistent or uncertain situations.

8.3 To question and know themselves: to undergo self-assessment, by analysing their successes and failures, to identify strengths and weaknesses and their personal performance in relation to the context.

8.4 To grow personally and professionally: to build a professional project in line with their own values and aspirations, to manage their motivation and involvement in bringing the project to fruition, to persevere in complex situations.

8.5 To independently identify and absorb new knowledge and skills essential for learning to understand new contexts quickly.

8.6 To commit to the lifelong learning which will allow them to grow socially and professionally.

## Programme structure

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This programme comprises a series of activities totalling 120 credits spread over two years worth 60 credits each. It is structured as follows :

Year 1 :

- compulsory professional focus programme for 30 credits.
- compulsory core subjects programme : 5 credits (out of 40) are taken in the first year. All the others (35 credits) from the core subjects programme are taken in the second year.
- choice of one option course of 30 credits from a list of six. The majority of option courses (25 credits) are organized in the first year. Certain courses (5 credits), as already mentioned, are taken in the second year.

Certain option courses are organized jointly with one or two other programmes from the Master in Bioengineering. This is the reason for the special numbering of these option courses. (For example, option course 1A is also in the programme for the Master in Chemistry and Bioindustry where it is called option course 1C. Option course 10 A is also in the programme for the Master in Bioengineering (Environment Science and Technology) where it is called option course 10E and the Master in Chemistry and Bioindustry where it is called option course 10C.)

Year 2 :

- compulsory core subjects programme : 35 credits (out of 40) are taken in the second year.
- the remainder of the option course (5 credits) chosen in Year 1 of the Master is taken in Year 2.
- choice of a module of 20 credits from nine advanced modules, some of which follow on from the six option courses of Year 1. Students are strongly encouraged to follow the instructions regarding each of these modules.

*Optional subjects :*

There are some optional courses within the programme. They may either be chosen from a suggested list or may be chosen freely from the all courses available at UCL or even another institution. The same applies to all the optional courses in the programme.

All these choices must be made in the timescale laid down by the Faculty Department and agreed by the Academic Secretary. For courses from another faculty or institution, students must gain prior agreement from the lecturer in charge of the course.

*Additional training "Business Creation"*

Students enrolled on the Master in Bioengineering programme have the possibility of taking a module of interdisciplinary training entitled "Business Creation"#. This additional programme features in the Master programmes of various faculties (Bioengineering, Law, Business Management, Civil Engineering and Psychology). It is designed to provide students, as potential creators, with the tools for analysis and understanding which will help them appreciate how entrepreneurship works when creating or taking on a business and develop projects of this kind within existing organizations.

In addition, this training enables students to gain familiarity with other disciplines and to learn how to work in multidisciplinary teams.

For further information :

- on the training programme, please refer to : <https://uclouvain.be/fr/etudier/ineo> (<https://uclouvain.be/fr/etudier/ineo>)

- on how the Master in Bioengineering programmes work, please contact the Faculty Office.

## BIRA2M Programme

### Detailed programme by subject

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#### **CORE COURSES [60.0]**

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Au sein de ce programme, des cours sont proposés au choix. Ils sont à choisir au sein d'une liste ou peuvent faire l'objet d'un choix totalement libre dans le portefeuille de cours de l'UCL, voire d'une autre institution. Tous ces choix doivent être validés par le vice-doyen et/ou avoir reçu l'accord préalable du titulaire du cours, si le cours est emprunté dans une autre faculté ou institution.

- Mandatory
  - ✘ Optional
  - △ Not offered in 2023-2024
  - ⊖ Not offered in 2023-2024 but offered the following year
  - ⊕ Offered in 2023-2024 but not the following year
  - △ ⊕ Not offered in 2023-2024 or the following year
  - Activity with requisites
  - 🌐 Open to incoming exchange students
  - 🚫 Not open to incoming exchange students
  - [FR] Teaching language (Fwccn to inco autre faculté ou institution).
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o **Projet intégré pour l'option 12A (10 credits)**

○ LBIRE2205B	Decision tools and project management - Project Management	Raphaël Amory Frédéric Gaspart	EN [q1] [15h] [1 Credits]  > French-friendly		x
○ LBIRE2234	Data Science and Sustainability Engineering projects	Patrick Bogaert (coord.) Pierre Defourny Emmanuel Hanert	EN [q1] [50h+10h] [6 Credits] 		x
○ LBIRE2235					

David Bol

Year

1 2

⌘ **Unités d'enseignement au choix libre pour 4 crédits (4 credits)**

4 crédits minimum à choisir au sein des programmes UCLouvain

⌘ **Programme alternatif au stage d'insertion socio-professionnelle pour l'option 11A (10 credits)**

6 crédits minimum à choisir parmi les unités d'enseignement suivantes et 4 crédits d'unité d'enseignement au choix libre

⌘ LBIR2050	Challenges of sustainable development and transition	Valentin Couvreur Nathalie Delzenne Valérie Swaen (coord.)	PR [q2] [30h] [5 Credits]		X
⌘ LDVLP2675	Dynamics of development - environment inter-actions	An Ansoms	PR [q2] [30h] [5 Credits]		X
⌘ LEPL1804	Sustainable development and transition	David Bol Hervé Jeanmart Patricia Luis Alconero Xavier Marichal Jean-Pierre Raskin	PR [q2] [15h] [3 Credits]		



***PROFESSIONAL FOCUS [30.0]***

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**OPTION 7A - WATER AND SOIL RESSOURCES**

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**OPTION 7A- WATER AND EARTH RESOURCES [30.0]**

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- Mandatory
- ✘ Optional
- △ Not offered in 2023-2024
- ⊖ Not offered in 2023-2024 but offered the following year
- ⊕ Offered in 2023-2024 but not the following year
- △ ⊕ Not offered in 2023-2024 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, ...)

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

Year

OPTION 8A - INTGRATED AGRONOMY

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OPTION 8A [30.0]

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- Mandatory
- ✘ Optional
- △ Not offered in 2023-2024
- ⊖ Not offered in 2023-2024 but offered the following year
- ⊕ Offered in 2023-2024 but not the following year
- △ ⊕ Not offered in 2023-2024 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, ...)

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

Year



OPTION 10A - DATA SCIENCE

OPTION 10A - DATA SCIENCE [30.0]

- Mandatory
- ✘ Optional
- △ Not offered in 2023-2024
- ⊖ Not offered in 2023-2024 but offered the following year
- ⊕ Offered in 2023-2024 but not the following year
- △ ⊕ Not offered in 2023-2024 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...)

Year

1 2

o Content:

				1	2
○ LBRAI2219	<a href="#">Systems Biology Modelling</a>	Valentin Couvreur (compensates Mathieu Javaux) Xavier Draye (coord.) Guillaume Lobet	[FR] [q2] [30h] [3 Credits] 🌐 > English-friendly		x
○ LBRAI2222	<a href="#">Mixed models and experimental design</a>	Xavier Draye (coord.) Laura Symul	[FR] [q2] [22.5h+15h] [3 Credits] 🌐 > English-friendly		x
○ LBRTI2101	<a href="#">Data Science in bioscience engineering</a>	Patrick Bogaert (coord.) Emmanuel Hanert	[FR] [q1] [52.5h+15h] [5 Credits] 🌐 > English-friendly		x
○ LBRTI2102					







⌘ LEPL1804	Sustainable development and transition	
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**OPTION 13A - BUSINESS CREATION**

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**OPTION 13A - BUSINESS CREATION**

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L'objectif du module INEO est de fournir aux étudiants, créateurs potentiels d'entreprise, les outils d'analyse et de réflexion qui les aideront à comprendre les processus entrepreneuriaux afin de créer ou reprendre une entreprise et de développer des projets de cette nature au sein d'organisations existantes. En outre, cette formation permet aux étudiants de se familiariser avec d'autres disciplines et d'apprendre à travailler en équipes multidisciplinaires. Les étudiants qui souhaitent suivre le module interdisciplinaire en entrepreneuriat (INEO) doivent s'y inscrire en même temps qu'à l'option dès la première année de master. En effet, le programme de ce module devra s'articuler avec celui de l'option sur les deux années de master. Attention: l'inscription à ce module fait l'objet d'une sélection qui a lieu au moment de la rentrée académique. Une fois sélectionnés, les étudiants prendront contact avec le vice-doyen pour aménager leur programme de cours personnel et répartir les cours INEO et les cours d'option sur les deux années du master.

- Mandatory
- ⊗ Optional
- △ Not offered in 2023-2024
- ⊖ Not offered in 2023-2024 but offered the following year
- ⊕ Offered in 2023-2024 but not the following year
- △ ⊕ Not offered in 2023-2024 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, ...)

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

*This module is available for all students whatever option they have taken. Students who choose this interdisciplinary module will write a final paper within the INEO programme. Access to this module is limited. For more information:*

## OPTION 18A - HUMAN HEALTH

## OPTION 18A - HUMAN HEALTH [30.0]

- Mandatory
- ✘ Optional
- △ Not offered in 2023-2024
- ⊖ Not offered in 2023-2024 but offered the following year
- ⊕ Offered in 2023-2024 but not the following year
- △ ⊕ Not offered in 2023-2024 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...)

Year

1 2

## o Content:

				Year
● LBIO1237B	Immunology : basis and applications in biology - Lectures	Jean-Paul Dehoux	FR [q1] [25h] [3 Credits] 🌐	X
● LBIR1342A	Analyse de composés organiques dans des matrices complexes 1 partim A	Sonia Collin	FR [q2] [30h] [3 Credits] 🌐	X
● LBIRC2109A	Process engineering: Unit operations	Damien Debecker	FR [q2] [30h+7.5h] [3 Credits] 🌐 > English-friendly	

## Supplementary classes

**To access this Master, students must have a good command of certain subjects. If this is not the case, students must take supplementary classes chosen by the faculty to satisfy course prerequisites.**

- Mandatory
- ⊗ Optional
- △ Not offered in 2023-2024
- ⊙ Not offered in 2023-2024 but offered the following year
- ⊕ Offered in 2023-2024 but not the following year
- △ ⊕ Not offered in 2023-2024 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 \(objectives, methods, evaluation...\)](#)

### ○ Cours passerelle pour le master en bioingénieur, orientation sciences agronomiques (45 credits)

○ LANGL2480	English Communication Skills for Bioengineers	Ahmed Adriouèche Ariane Halleux Lucille Meyers Philippe Neyt Charlotte Peters (coord.) Adrien Pham Anne-Julie Toubeau (coord.)	EN [q2] [30h] [2 Credits] 🌐 > French-friendly
○ LBIR1315	○ LBIR1315		



## Course prerequisites

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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

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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.

## BIRA2M - Information

### Access Requirements

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*Master course admission requirements are defined by the French Community of Belgium Decree of 7 November 2013 defining the higher education landscape and the academic organisation of courses.*

*General and specific admission requirements for this programme must be satisfied at the time of enrolling at the university.*

*Unless explicitly mentioned, the bachelor's, master's and licentiate degrees listed in this table or on this page are to be understood as those issued by an institution of the French, Flemish or German-speaking Community, or by the Royal Military Academy.*

***In the event of the divergence between the different linguistic versions of the present conditions, the French version shall prevail.***

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#### 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](#)
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BA en agronomie, orientation agronomie des régions chaudes - crédits supplémentaires entre 45 et 60  
 BA en agronomie, orientation environnement - crédits supplémentaires entre 45 et 60  
 BA en agronomie, orientation forêt et nature - crédits supplémentaires entre 45 et 60  
 BA en agronomie, orientation techniques et gestion agricoles - crédits supplémentaires entre 45 et 60  
 BA en agronomie, orientation techniques et gestion horticoles - crédits supplémentaires entre 45 et 60  
 BA en agronomie, orientation technologie animale - crédits supplémentaires entre 45 et 60  
 BA en chimie, orientation biochimie - crédits supplémentaires entre 45 et 60  
 BA en chimie, orientation biotechnologie - crédits supplémentaires entre 45 et 60  
 BA en chimie, orientation chimie appliquée - crédits supplémentaires entre 45 et 60  
 BA en chimie, orientation environnement - crédits supplémentaires entre 45 et 60

peuvent être consultés dans le [module complémentaire](#).

### Holders of a 2nd cycle University degree

Diploma	Special Requirements	Access	Remarks
<b>"Licenciés"</b>			
<b>Masters</b>			
		Access based on application	

## Teaching method

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The overall structure of the programmes for the Bachelor of Science in Engineering (Bioengineering) and the Master in Bioengineering clearly reflect the

concepts of specialization, gradual choice and individualization of the courses.

### 1st cycle (Bachelor) :

- same programme for SC and AGRO in first year (BIR11BA),
- special programme in second year (BIR12BA) for all the BIR students
- distinct programme with 30 credits for option courses in third year (BIRC13BA, BIRA13BA, BIRE13BA) : three advanced subsidiary subjects available : chemistry (BIRC), agronomy (BIRA), environment (BIRE).

### 2nd cycle (Master) :

- choice of three Masters in Bioengineering with a professional focus, together with twelve option courses which partly overlap, optional subjects (either free choice or from the lists) and a final individual dissertation.

This overall structure gives students the opportunity to have a highly individualized programme whilst at the same time retaining both the **comprehensive nature** of the training and the foundation elements of university education : **independence, competence, open-mindedness and interest in research**.

The twelve option courses, which partly overlap at the level of the three Masters in Bioengineering, correspond to fields of activity identified on the basis of a wide-ranging survey of graduates of the Faculty working professionally and of contacts with potential employers.

The interdisciplinarity and the integrated approach are key dimensions in the training of bioengineers in agronomic science. This is reflected by :

- availability of courses organized by other faculties ;
- grouping of training activities : combined exercises, joint project, analysis of real situations, simulations ;
- the perception, analysis, diagnosis and content of the course specifications (management, design of new processes etc) combine different kinds of tools (field observation, laboratory analysis, databases, biometrics etc) and various scales in space (from the molecular to plots of land and farms, from an agricultural region to a sub-continent and beyond) and in time ;
- teaching teams with a wide range of expertise ;
- learning how best to work in groups of students to develop a real, independent capacity for intellectual work.

Training for research, through research, which is essential for conceptual and innovative awareness and developing intellectual rigour, is reflected by different types of activities :

- producing a final dissertation and taking part in dissertation seminars ;
- participation in subject seminars providing direct contact with young researchers working in the field of agronomic science (applied biology and agricultural production);
- presentation of seminars by students from an outside research group or groups and the production of a dissertation.

The application of skills, knowledge and techniques that students have acquired and how they use them together is taken into account in an integrated project in agronomic science. This is an important learning activity supplements the dissertation which, in the view of the Faculty, remains the most important part of training for research.

Through the close connection between the teaching and research, the development of new tools and new approaches is the subject of advanced training from the beginning of the 2nd cycle and is therefore central to this Master programme (e.g. integrated fight, crop protection and bioinformatics). All this enables graduates of this programme to be able to make rapid use of new techniques and approaches in their early professional experience.

## Evaluation

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**The evaluation methods comply with the regulations concerning studies and exams (.39999962 0 -1E/uectJ /F1.be/fr/de0.5Cvn9999962 d 1 w**

There are two kinds of international mobility : students who have already gained their Bachelor degree can move abroad to study for their Master at another institution ; it is also possible to take some course modules in another institution. The mobility rate for AGRO students on exchange schemes such as Erasmus is around 30-40% and the number of our students who go abroad is similar to the number of foreign students who come to study here.

This mobility should increase given the harmonization of education at the European level and the conclusion of new partnership agreements outside ERASMUS as well as membership of thematic networks. The AGRO Faculty is also a member of the ATHENS network.

In particular, the programme of the Master in Bioengineering (Agronomic Science) offers an option course and an advanced module on Agricultural Economics and Natural Resources, organized in cooperation with the Agrocampus in Rennes (France). Under the ERASMUS exchange agreement, courses on the special subject Agriculture and Resources : Policies and Markets (Politiques et marchés de l'agriculture et des ressources - POMAR) taken at the Agrocampus in Rennes ([http://www.agrocampus-rennes.fr/scripts/fr/B\\_formationen/spe/B\\_ENSAR\\_spe\\_pomar.htm](http://www.agrocampus-rennes.fr/scripts/fr/B_formationen/spe/B_ENSAR_spe_pomar.htm)) may count towards the option course and the advanced module Agricultural Economics and Natural Resources at UCL.

## Possible trainings at the end of the programme

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This Master in Bio-Science engineering programme follows on directly from the programme of the Bachelor in Engineering Science (Bioengineering).

Successful completion of this programme enables direct entry to other training programmes in the second and third cycles.

- **Advanced Masters** : the Advanced Masters in the field authorized by regulations in addition to those established by the University Development Commission (ARES-CDD) in the same field.
- **Doctoral programmes** : doctorate in Agronomic Science and Biological Engineering.

## Contacts

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### Curriculum Management

#### Faculty

Structure entity	SST/AGRO
Denomination	Faculty of bioscience engineering (AGRO)
Sector	Sciences and Technology (SST)
Acronym	AGRO
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#### Mandate(s)

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- Administrative director : Carole Dekelver

#### Commission(s) of programme

- Commission de programme - Master Bioingénieur-Sciences agronomiques (BIRA)
- Commission de programme - Master Bioingénieur-Chimie et bioindustries (BIRC)
- Commission de programme - Master Bioingénieur-Sciences & technologies de l'environnement (BIRE)
- Commission de programme - Bachelier en sciences de l'ingénieur, orientation bioingénieur (CBIR)
- Commission de programme interfacultaire en Sciences et gestion de l'environnement (ENVI)
- Fermes universitaires de Louvain (FERM)

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#### Jury

- Président: [Quentin Ponette](https://uclouvain.be/repertoires/quentin.ponette) (<https://uclouvain.be/repertoires/quentin.ponette>)
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