



Royal Institute of British Architects

**Report of the RIBA Full visiting board
to Universidad de Valparaíso**

Date of visiting board: 14-15 December 2023
Confirmed by RIBA Education Committee: 02 April 2024

1 Details of institution hosting courses

Universidad de Valparaíso
Blanco 951
Valparaíso
Chile

2 Courses offered for validation

Architect and BA in Architecture, Part 1 and Part 2
[Professional Qualification in Architecture (6 years)]

3 Head of School

Dean	Alejandro Witt
Director School of Architecture	Mabel Santibáñez
Programme Head	Nicolás Cuadra

4 Awarding body

Universidad de Valparaíso

5 The visiting board

Nic Clear	Chair / Academic
Sara Biscaya	Academic
Luke Murray	Academic
Sophie Bailey	RIBA Head of Validation

6 Procedures and Themes and Values for Architectural Education

The visiting board was carried out under the RIBA Procedures for Validation and Themes and Values for UK and international courses in architecture (published September 2021, and effective from September 2022); this document is available at www.architecture.com.

7 Proposals of the visiting board

On the 02 April 2024 the RIBA confirmed that the following courses and qualifications are unconditionally revalidated:

Architect and BA in Architecture, Part 1 and Part 2
[Professional Qualification in Architecture (6 years)]

The next visit to Universidad de Valparaíso will take place in 2028.

8 Standard requirements for continued recognition

Continued RIBA recognition of all courses and qualifications is dependent upon:

- i external examiners being appointed for the course
- ii any significant changes to the courses and qualifications being submitted to the RIBA.
- iii any change of award title, and the effective date of the change, being notified to the RIBA so that its recognition may formally be transferred to the new title
- iv submission to the RIBA of the names of students passing the courses and qualifications listed
- v In the UK, standard requirements of validation include the completion by the of the annual statistical return issued by the RIBA Education Department

9 Academic position statement (written by the School)

The architect graduated from this School is a professional able to conceive, propose and build architectural and urban works. He/she fulfils the profession from a qualitative and contextual approach, making use of sensitive and critical observation. Our architect will build an architectural thinking through drawing, which gives shape to the needs of humans, living in different scales of relationships between city, building and program. All of this, from a concrete and material approach, considering the technological, constructive and structural aspects. Due emphasis is given to sustainability, efficiency and sustainable development in the exercise of the discipline.

Our architects are able to practice our profession in a complex and competitive environment. They work in professional teams, including interdisciplinary and trans-disciplinary teams. They use a formal language showing a systemic understanding, which participates in the development of projects in different places, always with social and cultural engagement. He/she shows an ethical and inclusive behaviour, from a gender diversity and human rights approach, aware of environmental and economic impacts.

We provide our graduates with the academic, professional and research competences, around the issues that frame the large current field of architecture. The aim is making them able to experience the creation of innovative and pertinent proposals, with a critical vision of the legal and regulatory framework of the discipline, assuming the societal role of architect. The fact that architecture has its role on the future of human living means it is a permanent reinvention of the reality of the world. We understand the program as the origin of shape, from a qualitative and quantitative understanding of actions, uses and functions.

In its 66 years of history the School of Architecture of Universidad de Valparaíso has taken charge of training its architects in the particular condition of its site, in the Port City of Valparaíso, facing the Pacific Ocean, at the same distance of both points of the Chilean strip, a 4.500 km-long territory. Valparaíso has been a main referent in Chilean history, and in the economic, social and cultural development of the country. Its urban development has faced a demanding climate and topography, leading a mark in landscape and its inhabitants' memory.

The School's academic initiatives, developed by its students show the double engagement of understanding the local reality of the city, whose historic downtown area have been inscribed as UNESCO Heritage of Humanity site. By the other side, we must propose alternatives for the development of the Region and its territory.

The School of Architecture follows the institutional Outreach policies. It has consolidated and strengthen its role in its territorial location, creating bi-directional links with public and private actors. We have made this through regional, national and international activities, where we consider issues of architecture, urbanism, environment and culture. We care of all dimensions and values that shape these realities, thus enriching our teaching processes.

The student-centred Curricular Design, has within its purposes the development of an educational plan which delivers to our architects the ability to adapt to different situations and contexts. This ability is due to a vision able to assess the disciplinary knowledge and project them through creative ways. We have developed a Study Plan, delivering the needed tools for the responsible and ethical professional practice. together with the main knowledge needed to continue postgraduate studies.

The main pillars of the Study Plan are the integration of disciplinary knowledge and its complements around the Project of Architecture. This structuring purpose happens inside the Integrated Workshops. Here we put in relation the diversity of the discipline knowledge, taking together the three main intelligences which include the logics of Shape, of Place, and of Make, all this inside the making of the Project.

The students may choose their educational paths following their preference. In this freedom each student can understand the activities of the profession, starting from their own motivations. Not from a partial reality, but through their research capacity and their own experimental study.

The curriculum of the Study Plan is organized based upon four cycles: Initial, Training, In-Depth and Professional. Each cycle is structured upon Integrated Workshops, each of whose is made-up of Modules of Project, Shape, Place and Make. This happens in almost all cycles, but the last Integrated Workshop of the 2nd Cycle and the one of the Professional Cycle.

The Initial Cycle (First and Second Term): The main theme is the study of the happening of public life as introduction to the architectural project. The main purpose of the cycle is for the student to develop its training through his/her own, experimental learning.

Training Cycle (Third to Sixth Term): The Project experience approaches different dimensions and scales of intervention: Place, City and Territory, finalizing in an End of Cycle 1 Workshop, whose objective is to integrate these three scales of approach. Its promote the experimentation as method to acquire the minimum knowledge allowing to find themselves in the architectonic projects.

In-Depth Cycle (Seventh to Tenth Term): The Experience of the Project is developed in increasing complexity. It approaches several thematic areas with specific approaches in increasing complexity, from Place, City and Territory. The Cycle ends in the End of 2nd Cycle Workshop. Its objective is to integrate the 3 scales of deepening, complementing the minimum knowledge for the adequate professional practice. The tools belonging to the scope of research are delivered with emphasis in the creative and disciplinary implantation. When ending this Cycle, the student receives the Bachelor in Architecture Degree.

Professional Cycle (Eleventh and Twelfth Term): The last Cycle is oriented to the Professional Qualification as Architect. Its goal is to verify the professional competences. It approaches a specific area, selected by the student who writes a Bachelor Thesis and makes the Professional Project.

Additionally, the School delivers Professional Management Tools and the students make the Professional Internship, where the next-to-be architect can implement the skills learned through the Program. The student, having successfully finished this Cycle, receives the Professional Qualification as an Architect.

10 Commendations

- 10.1** The Board commends the School's holistic approach to sustainability that extends beyond the curriculum into the wider ethos of the University.
- 10.2** The Board commends the School's commitment to its city and region, and its engagement across a variety of areas, notably responsibilities related to heritage and climate.
- 10.3** The Board commends the structure of the integrated workshops in conjunction with the three intelligences that fosters an integrated approach to architectural education, and creates a committed student cohort that feels well prepared for life beyond the University.

11 Conditions

There are no conditions.

12 Action points

The visiting board proposes the following action points. The RIBA expects the university to report on how it will address these action points. The university is referred to the RIBA's criteria and procedures for validation for details of mid-term monitoring processes. Failure by the university to satisfactorily resolve action points may result in a course being conditioned by a future visiting board.

- 12.1** The School must provide complete academic portfolios containing the full range of students' achievements available to the RIBA Visiting Board. An academic portfolio contains all assignments submitted for assessment by an individual student in modules where the RIBA Graduate Attributes and Themes and Values are to be met.

The provision of student work required for a full visiting board is outlined on page.36 of the RIBA Procedures for Validation.

- 12.2** The School must provide a succinct mapping document to all future RIBA Visiting Boards, explaining where each Graduate Attribute is delivered (in part or in full) and assessed (in part or in full) across the programme.
- 12.3** For future RIBA Visiting Boards, the School must provide complete and comprehensive documentation ahead of the visit to ensure board members are appropriately briefed.

The list of documentation required for a full Visiting Board can be found on page.32 of the RIBA Procedures for Validation.

13 Advice

The visiting board offers the following advice to the School on desirable, but not essential improvements, which, it is felt, would assist course development and raise standards.

- 13.1 The School should review the academic position statement to better align the school's ambition, ethos, and identity more accurately in relationship to the validated programme.
- 13.2 The Board recognises the progress the School has made towards establishing the wider provision of pastoral care. The School is encouraged to develop this further to enable all students to reach their potential. Students voiced concerns regarding the demands that are placed on them when studying architecture and the impact on their mental health. The Board encourages the School - with the support of the Institution - to develop a framework where this can be more openly addressed.
- 13.2 The Board encourages the School to continue to pursue and develop a platform or digital repository for the storage of student work, enabling the retention of a complete academic portfolio and to celebrate students' achievement.
- 13.3 Given the delays in procuring the new building, the Board advises the University to create a clear road map for the delivery of the Costa building, so that the School can further develop plans to support interdisciplinary practice.

14 Delivery of graduate attributes

It should be noted that where the visiting board considered graduate attributes to have been met, no commentary is offered. Where concerns were noted (or an attribute clearly not met), commentary is supplied. Finally, where academic outcomes suggested a graduate attribute was particularly positively demonstrated, commentary is supplied.

Graduate Attributes for Part 1

The Board confirmed that all of the Part 1 graduate attributes were met by graduates of the Architect and BA in Architecture, Part 1 and Part 2 - [Professional Qualification in Architecture (6 years)].

Graduate Attributes for Part 2

The Board confirmed that all of the Part 2 graduate attributes were met by graduates of the Architect and BA in Architecture, Part 1 and Part 2 - [Professional Qualification in Architecture (6 years)].

15 Review of work against Themes and Values

It should be noted that where the visiting board considered the Themes and Values to have been met, no commentary is offered. Where concerns were noted (or a T&V were clearly not met), commentary is supplied. Finally, where academic outcomes suggested a T&V was particularly positively demonstrated, commentary is supplied.

Themes and Values for Part 1

The Board confirmed that all of the Themes and Values were met by graduates of the Architect and BA in Architecture, Part 1 and Part 2 - [Professional Qualification in Architecture (6 years)].

Themes and Values for Part 2

The Board confirmed that all of the Themes and Values were met by graduates of the Architect and BA in Architecture, Part 1 and Part 2 [Professional Qualification in Architecture (6 years)].

16 Other information

16.1 Student numbers (from the School)

679 students

16.2 Documentation provided

Please see Action points 12.1, 12.2 and 12.3.

17 Notes of meetings

On request, the RIBA will issue a copy of the minutes taken from the following meetings. These notes will not form part of the published report but will be made available on request.

- Budget holder and course leaders
- Students
- Head of Institution
- External examiners
- Staff