

**Report of the RIBA visiting board
to the Universidad del Bío Bío**

Date of visiting board: 4/5 December 2014

Confirmed by RIBA Education Committee: 7 October 2015

1 Details of institution hosting course

Universidad del Bío Bío
Av. Casilla 5-C - Collao 1202, Concepción, Región del Bío Bío, Chile

2 Director of School of Architecture

Hernan Barria Chateau

3 Courses offered for revalidation

Professional Qualification in Architecture, Parts 1 and 2

4 Awarding body

Universidad del Bío Bío

5 The visiting board

Neil Lamb, Chair
Kathy Gal, Vice Chair
James Lai
Dr Jamileh Manoocherhi
Erwin Lindemann – regional representative

Stephanie Beasley-Suffolk (RIBA Validation Manager) was in attendance

The Board wishes to express its sincere gratitude to Jo Coghill (interpreter) for her invaluable assistance throughout the visit.

6 Procedures and criteria for the visit

The visiting board was carried out under the *RIBA procedures for validation and validation criteria for UK and international courses and examinations in architecture* (published July 2011, and effective from September 2011); this document is available at www.architecture.com.

7 Proposals of the visiting board

At its meeting on 7 October 2015 the RIBA Education Committee confirmed unconditional revalidation of the

Professional Qualification in Architecture, Parts 1 and 2 on completion of the Title Project (*Proyecto de Título*)

8 Standard requirements for continued recognition

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

- i external examiners (or an acceptable alternative) 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 institution of the annual statistical return issued by the RIBA Education Department

9 Academic position statement (written by the School)

Universidad del Bio Bio, located in the Region of the same name, affiliated to the Vice Chancellor's Council of Chilean Universities and to the Consortium of State Universities of Chile, is a public law corporation, autonomous, with legal representation and own patrimony, dedicated to teaching and further education in science, technology and humanities.

Universidad del Bio-Bio was created through Law N° 18.744 published in the official journal on September 29th 1988. However, this Institution is the bearer of the oldest tradition of public state higher education in the Bio Bio Region. Its creation comes from the merger of Universidad del Bio-Bio and Instituto Profesional de Chillan, whose predecessors were the Universidad Técnica del Estado (Concepcion Campus) and the Universidad de Chile (Ñuble Campus), respectively, which gives the University a history of over 60 years.

It is worth noting that, by Executive Order N° 1 from December 30th 1980 from the Ministry of Education, only 12 undergraduate degree schemes received recognition as university degrees, which because of including in their degree programs the granting of a Bachelor's degree before the Professional Degree, could only be offered by universities. The same year, Universidad de Chile and Universidad Técnica del Estado severed ties with the university campuses located throughout the country, some of them becoming by action of a law from the Republic about Universities to what was called "Derived" and others into Professional Institutes. The criterion used to define which would be universities was that, upon the law which created them being issued, they were teaching at least one of these 12 university degree programs. The Concepcion Campus from Universidad Técnica del Estado was offering at that time, the Architecture degree program, belonging to this group, reason why it became Universidad del Bio-Bio. The Ñuble Campus of Universidad de Chile, upon not complying with this requirement, became the Instituto Profesional de Chillán.

The merging of the two institutions meant that the recently created Universidad del Bio Bio, initially, had to make substantial efforts to generate real integration that would embrace two very diverse institutional cultures, with different undergraduate programs and different educational objectives; different policies and norms related to the staff and the students, different administrative and financial procedures despite the fact both were state institutions. Notwithstanding, the will to positively embrace the strengths that this would contribute to the new institution has been up to today a trait that has inspired the development policies promoted by the university authorities. The latter has fostered an equalitarian development in both campuses, strengthening and continuously overcoming the differences present in its beginnings.

Starting in September 1990, with the change from a delegate university administration to one chosen by academic staff, and as a way to kick start the institutional consolidation process, Universidad del Bio Bio established the need to systematise a development plan in order to clarify the institutional objectives, set goals, set the actions to achieve them and the procedures that would allow a periodic evaluation of the level of achievement reached in the different areas and stages. From here came the first General University Development Plan (PGDU in Spanish) for the period 1993-1998.

Once this first institutional integration stage had been passed, in 1999 the University community took part in activities that allowed evaluating the PGDU and creating a new plan for the period of 2000-2004. With the experience and institutional development reached, the University developed a new plan for the period 2005-2009, and then for the period 2010-2014.

Institutionally, the University was first accredited in 2005, for a period of four years (2005-2009) in four of its development areas (Institutional Management, Teaching leading to the student graduating, Relationship with the Environment, Infrastructure and Equipment). In 2009 a second institutional accreditation was achieved, for a period of five years (2009-2014), in four areas (Institutional Management, Teaching leading to the student graduating, Relationship with the Environment, Research).

All these actions have been possible because Universidad del Bio-Bio has been able to consolidate its institutionality, because it currently has clearly established norms related to the staff and the students, defined and clear academic and administrative procedures, expedite communication systems and permanent interaction between the authorities of both university campuses.

INSTITUTIONAL INTENTIONS AND OBJECTIVES

As was stated above, Universidad del Bio-Bio is an autonomous Public Law Corporation, with own patrimony, dedicated to teaching and further education in science, technology and the humanities; whose main intention is to fulfil the mission and the objectives stated in its Institutional By-laws (Appendix N°1) and in its General University Development Plan 2010-2014 (Appendix N°2).

Institutional Objective

The objective of Higher Education Institution is to contribute, through the development of knowledge, higher education, research, technical support and training, to the preparation of professionals and to regional development in the area where they perform their activities, notwithstanding being able to extend their activities, if the conditions so require, to the national and international areas.

Mission

Universidad del Bio Bio is a public, state, autonomous higher education institution, that is regional in nature, and has set as its mission:

- *Preparing outstanding professionals, capable of responding to the challenges of the future, with an educational model whose purpose is the comprehensive training of the student starting from their reality and their potential, promoting social mobility and personal fulfilment.*
- *Promoting the generation of advanced knowledge through the fulfilment and the integration of postgraduate training activities and fundamental, applied and development research, related with the production sector, oriented towards regional and national strategic areas.*
- *Contributing to the harmonic and sustainable development of the Biobio Region, through the application of knowledge, ongoing training and extension activities, contributing to the innovation, productivity and competitiveness of organisations, broadening the cultural capital of people, acting interactively with the surroundings and seeking equal opportunities.*
- *Developing a modern, efficient, effective and timely academic and administrative management, that is student centred, with certified quality standards which allow standing out at a national level and moving forward in the internationalisation process.*

Vision

Be recognised nationally as a state, public, regional, autonomous, complex and innovative University with emphasis on the training of human capital, related to the sustainable development of the Biobio Region and which contributes to knowledge society and to the harmonic development of the country.

Institutional Values

The values that help consolidate the beliefs of the University are:

- *Excellence*
We aspire to quality and productivity in academic activities and to management that makes them worthy of special attention and recognition.
- *Commitment*
We value our word and the obligation assumed by it.
- *Respect*
We value the interests and needs from ourselves and of others in terms of their personal options, of those who work and study at the University.
- *Transparency*
We work in an irreproachable and impeccable manner in each and every one of the actions.
- *Responsibility*
We respond to the consequences of the actions and omissions voluntarily carried out in the development of the teaching, research and community service activities.
- *Efficiency*
We suitably provide the necessary and sufficient resources, both human and material, to achieve the expected effect.
- *Honesty*
We behave coherently and honestly, on the side of truth and justice.
- *Pluralism*
We acknowledge and accept the existence of different positions and doctrines.
- *Dialogue*
We communicate with others respecting their opinions to build shared visions.
- *Democratic participation*
We make decisions starting from the majorities, always respecting minorities.

10 Commendations

The visiting board made the following commendations:

- 10.1 The Board commends the School's engagement with local and regional issues undertaken post the 2010 earthquake and tsunami at all levels.
- 10.2 The Board commends the School's position as a key regional centre for professional education specifically in the use of timber and timber technology.
- 10.3 The Board commends the strong support provided by staff to the students.

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 at the next visit. 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 ensure that, for any future visit, it prepares complete academic portfolios containing the following as outlined in the current Procedures for Validation:
- design studio projects
 - design process and development work
 - drawings, sketches, and design diagrams
 - sketch and final models
 - larger scale 3D work
 - structural, constructional, and environmental information
 - essays
 - dissertations
 - reports and other research work
 - examination scripts
- 12.2 The School must strengthen its processes for external review of its programme, including programme design and assessment (evaluation) at regular intervals to assist in ensuring that the RIBA criteria and graduate attributes at Part 1 and Part 2 continue to be met.
- 12.3 The School must undertake a mapping of the annual plan to the current RIBA validation criteria, providing clear guidance as to where the criteria are met and evaluated.
- 12.4 The School must ensure the student work demonstrates more strongly general criterion GC2.3:
- GC2 Adequate knowledge of the histories and theories of architecture and the related arts, technologies and human sciences
- GC2.3 The graduate will have knowledge of:
- the application of appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach.
- 12.5 The School must ensure that the student work demonstrates more strongly general criterion GC3.3:
- GC3 Knowledge of the fine arts as an influence on the quality of architectural design
- GC3.3 The graduate will have knowledge of:
- the creative application of such work to studio design projects, in terms of their conceptualisation and representation.
- 12.6 The School, particularly in the Proyecto de Título, ensure that the student work demonstrates more strongly

GC9 Adequate knowledge of physical problems and technologies and the function of buildings so as to provide them with internal conditions of comfort and protection against the climate

GC9 The graduate will have knowledge of:

- .1 principles associated with designing optimum visual, thermal and acoustic environments;
- .2 systems for environmental comfort realised within relevant precepts of sustainable design;
- .3 strategies for building services, and ability to integrate these in a design project.

12.7 The School must develop consistent and accessible written feedback systems across all sections at all levels.

12.8 The School must provide, at each project and at all levels, clear and consistent project objectives (briefs) and specific evaluation criteria for each project and piece of work to be submitted for assessment.

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 Board encourages the School to raise its ambitions with respect to the scope and quality of design.

13.2 The Board encourages the School to establish clear hand-in dates particularly for the final project.

14 Delivery of academic position

The Board would remind the School that guidance on the content and preparation of the Academic Position Statement is given in the RIBA procedures for validation and validation criteria 4.4.2. Whilst the academic position statement contained relevant and pertinent information we would wish to refer the School to the following example for future reference.

<https://www.architecture.com/Files/RIBAProfessionalServices/Education/Validation/BoardReportsSummaryReports/NorthumbriaUniversity/Confirmed%20Report%202013.pdf>

15 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 and 2

While the Board was content that all Part 1 graduate attributes were met, action points 13.4, 13.5 and 13.6 relating to the underpinning criteria refer.

16 Review of work against criteria

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

Please see action points 12.4, 12.5 and 12.6.

17 Other information

17.1 Student numbers

571 (2014)

17.2 Documentation provided

17.2.i Please refer to action point 12.1 (complete academic portfolios).

17.2.ii Please refer to action point 12.3 (mapping against the RIBA criteria).

17.2.iii Please refer to action point 12.8 (project briefs).

18 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. The full set of notes will be issued to the mid-term panel and the next full visiting board.

- Budget holder and course leaders
- Students
- Provost and senior management
- Employers
- Staff