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**Royal Institute of British Architects**

**Report of the RIBA visiting board to  
The Korean National University of the  
Arts**

**Date of visiting board: 6/7 October 2016**

**Confirmed by RIBA Education Committee: 7 December 2016**

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- 1 Details of institution hosting course/s** (report part A)  
Korea National University of Arts  
School of Visual Arts  
Department of Architecture  
Korea
- 2 Head of Architecture Group**  
Tae Young Kim
- 3 Course/s offered for revalidation**  
Part 1: Bachelor of Architecture (First three years)  
Part 2: Bachelor of Architecture (Final two years)
- 4 Course leader/s**  
Jong Kyu Kim, Part 1  
Tae Young Kim, Part 2
- 5 Awarding body**  
Korean National University of Arts
- 6 The visiting board**  
David Howarth            Chair  
Sally Stewart            Vice Chair  
Martin Pearce  
Peter Culley  
Junsung Kim              Regional representative  
Sophie Bailey             RIBA Validation Manager
- 7 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](http://www.architecture.com).
- 8 Proposals of the visiting board**  
On 7 December 2016 the RIBA Education Committee confirmed that the following courses and qualifications are unconditionally revalidated.
- Part 1: Bachelor of Architecture (First three years)**  
**Part 2: Bachelor of Architecture (Final two years)**
- The next RIBA visiting board will take place in: 2021
- 9 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 institution of the annual statistical return issued by the RIBA Education Department

## **10 Academic position statement** (Statement written by the school)

The Department of Architecture offers a five-year curriculum of architectural studies. Keeping the traditional focus on building design skills, the department extends its focus further to interior, landscape and urban design, embracing a holistic perspective towards the contemporary living environment.

Basic Objectives: Bachelor of Architecture, Department of Architecture

### A. Architect as a Profession

The discipline of architecture continues to be diversified and further specialized while it faces more challenges raised by the public who wish to appreciate architecture as common and accessible knowledge. We aim to educate architects to be equipped with the depths of architectural knowledge and design ability, meeting the great demands for professionalism. At the same time, we require our students to understand that the role of architect changes, to rethink the boundaries of architectural discipline and finally to redefine the profession in the coming era.

### B. Architect as a Creative Artist

The social demands to meet architectural compliance are increasing along with high pressure from the bureaucratic processes involved in every stage of architectural design and construction. The development of capitalism pushes design to be in control of its own process of production and consumption, bringing it down to the status of a commodity. Though these circumstances are even more threatening to the architectural practices of today, we still believe in the spirit of a creative artist, as in the past, and educate architects to carry their social roles as creative artists with visionary thinking to make our society a better world.

### C. Architect as a Social Designer

Overcoming the narrow perspective of professionals who usually limit their expertise to certain areas of architecture like architectural design, we try to educate 'a Social Designer' who expands the perspective to much broader and wider social aspects and uses the

design process to bring about changes. With design leadership and strategic thinking, the social designer successfully mediates diverse parties and interests across theory and practice, culture and engineering, technology and art, tradition and modernity, and the artificial and natural environment.

What the K'ARTS Architectural Program offers:

A. Design ethos and characteristics with Studio Culture

The basic objective of the architectural program is to educate architects in an environment with a strong design ethos and social awareness. This has been demonstrated by our graduates who mostly work as architectural designers or practitioners rather than as engineers. The studio system creates a unique culture in which each studio runs its own project brief in one-year projects. It consists of the basic studio for the first year, the intermediate studio for the second and third years, and the advanced studio for the fourth and fifth years. Each level has four to five studios except the basic level which offers more choices and diversity in the studio brief and design approach. All studios are led by full-time or associate practitioner tutors. The student-to-tutor ratio is 1 to 7 or 8.

B. Educating Architects in the School of Visual Arts

Run by a comprehensive arts university of all art disciplines, the architectural program has a rich cultural and artistic background. Not only are many courses linked directly or indirectly to other disciplines, but the comprehensive and integrated convergence of various disciplines is promoted. Curricular and extracurricular activities with students and faculty members from other disciplines as well as the wide range of applications of facilities and equipment that the university offers are a significant asset of the architectural program.

C. Educating Architects by Integrating Design, Theory and Technique,

Theoretical and technical training are linked closely to design education. Dissertation seminars and technical studios focus on the design studios' work while the other theory courses are more generic and interdependent. Four-level media studios and CAD courses are run in a close relationship with the design studios; equipping students with the methods of expression, the understanding of materials, and their application.

Throughout the five years of the program, a dynamic design environment is provided where our students can learn to integrate design, theory and technique in their own projects. They present, coordinate, and lead design in a diversity of interactions with peers, tutors, historians, technical experts, and critics. They grow the abilities that 'social architects' on the final stage of our basic objectives should be equipped with: research and analysis in grasping social dynamics; creative vision generating new briefs and design languages; clear design strategies; and leadership that communicates and coordinates ideas with diverse conflicting parties in society.

The visiting board made the following commendations:

11.1 The board commends the department in its ambition to foster creative questioners, social designers and their critical position within the economic and social context of South Korea.

11.2 The board commends the department in its focus on a studio-based education within the context of a vibrant faculty of visual arts.

**12 Conditions**

There are no conditions

**13 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. Failure by the university to satisfactorily resolve action points may result in a course being conditioned by a future visiting board.

13.1 At the next board, the department must ensure that a mapping document is provided to clearly demonstrate where RIBA Graduate Attributes are achieved.

13.2 In considering how Graduate Attributes are met at Part 2 the department must consider how criteria achieved at Part 1 are further developed at an appropriate level within the part 2; specifically GC2.1, GC3.1 & GC 3.2

13.3 The department should ensure that the Core programme documents, as issued to the teaching staff, be made available in English

13.4 The department should ensure that learning outcomes and assessment criteria are made explicit and are available in English at the next visiting board.

13.5 The department should take steps to ensure that full academic portfolios, including all design and written work be provided at future visiting boards to provide clear and coherent evidence of all credit bearing elements of each year.

13.6 For future Visiting Boards the department should ensure that the exhibition includes work from all design studios and courses as described in the RIBA Validation Procedures.

**14. Advice**

14.1 The department is strongly advised to consider how throughout the five years of the programme it might further the opportunities to expose students to the nature of contemporary practice in order to better prepare them for their future career paths.

14.2 The board encourages the department to exploit the institution's stated aim to advance pedagogic opportunities across the arts in order to enhance the educational experience of the students.

- 14.3 The board advises that the department consider how staff can be supported to develop their teaching skills and teaching practice in order that they may contribute more fully to the ongoing and strategic development of the curriculum.
- 14.4 The board advises that the department consider how technical exploration, strategies and tactics be further integrated into the design projects, particularly in the final year. This should include materials, construction, structures and advanced sustainable technologies as evidenced in the 4<sup>th</sup> Year Sustainable Environment module.
- 14.5 The board advises the department to exploit the opportunities available within the school and wider institution to further enhance the curriculum through analogue and digital making / production, exhibiting and creative dialogue.

**15 Delivery of academic position**

The following key points were noted:  
The academic position statement is clear, succinct and outlines the ambitions of the course and school, focusing on the political and social aspects of its surroundings within the city of Seoul and the country of South Korea.

**16 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 Parts 1 and 2**

Please see action point 13.2

**17 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.

**Graduate Criteria for Parts 1 and 2**

Please see action point 13.2

**18 Other information**

**18.1 Student numbers**

At the time of the 2016 RIBA visiting board: to be completed by school.

Part 1 total	52
Part 2 total	40

1 <sup>st</sup> year	17
2 <sup>nd</sup> year	20
3 <sup>rd</sup> year	15

4 <sup>th</sup> year	12
5 <sup>th</sup> year	28
Total	92

**18.2 Documentation provided**

All required RIBA documentation was provided prior the visit.

**19 Notes of meetings**

**\*Notes of meetings**

**On request, the RIBA will issue a copy of the minutes taken from the following meetings:**

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