

Report of the RIBA visiting board to the Universidad Central de Chile

School of Architecture and Landscape

Date of visiting board: 25/26 March 2019

Confirmed by RIBA Education Committee: 14 June 2019

1 Details of institution hosting course/s

Universidad Central de Chile
School of Architecture and Landscape
Campus Vicente Kovacevic I. Santa Isabel Avenue 1186, fifth floor
Santiago
Chile

2 Director of Architecture

Uwe Rohwedder Gremler

3 Courses offered for validation

Programme of Architecture at the Universidad Central de Chile, Santiago campus

Note: Study Plan AR02 is being phased out and is superseded by Study Plan AR03. The RIBA recognises both until the final graduates of AR02 emerge, from which point only AR03 is validated.

- 3.1 AR02: Six year full-time course and related examinations leading to the Professional Qualification in Architecture of the Universidad Central, Santiago

The Course is recognised as giving continued exemption from Part One (Semesters 1 to 8 termed the Licenciatura) and Part Two (Semesters 9 to 12 termed the Titulo) of the RIBA Examination in Architecture.

- 3.2 AR03: Bachelor of Architecture Degree: Part 1
College Degree, Part 2

4 Awarding body

Universidad Central de Chile

5 The visiting board

Cameron Wilson, Chair
Dr Jenny Russell, Vice Chair
Carl Meddings
Stacey Smith
Alberto Fernández González, regional representative

Stephanie Beasley-Suffolk – validation manager – in attendance.

The Board expresses its thanks to Francisca Castro, who acted as translator during 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

On 14 June 2019 the RIBA Education Committee confirmed unconditional revalidation of the following courses:

Programme of Architecture at the Universidad Central de Chile, Santiago campus.

This includes study plans AR02 and AR03.

The next full visiting board will take place in 2024.

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 institution of the annual statistical return issued by the RIBA Education Department

9. Academic position statement (written by the Programme of Architecture staff - Career)

In the Architecture career we have created an approach of architecture focused in social-environmental areas, centred in the comprehension of places. Restoring inhabitation in public places, the importance of the neighbourhood and reconstructing social and neighbour networks and relationships. The variable, diverse and inclusive condition of our students contributes to the construction of a diverse environment, promoting a vision of reality which includes the experiences of the students.

Its coexistence with the Landscape Architecture career complements it with a different perspective on territorial actions. The comprehension of a landscape architecture career focused on environmental areas within natural and urban landscapes. It also makes us focused in the responsibility and consciousness about environmental changes the humanity faces. It also guides the future actions of the profession to address topics such as climate change, desertification and draught.

Context

The Universidad Central de Chile is made up of five faculties. The Faculty of Engineering and Architecture is made up of two Schools, Engineering School and Architecture and Landscape School. The School Architecture and Landscape is made up of two programmes of architecture [careers], Architecture and Landscape Architecture. There is an interest in Chile on increasing the access to education for the population and this is key for the mission of the Universidad Central de Chile.

Currently there are 36 architecture schools and 48 architecture programs in Chile. Around 1.300 students graduate every year. Also there are around 24000 qualified architects in the whole country.

During this century, around 65% of the students in higher education in the country, come from medium or medium-low socioeconomic areas. Increasing access to education and improving social mobility are seen as fundamental pieces of the economic future of Chile. In the University most of the students are Chilean, with a minority of foreign and exchange students.

Mission and Vision of the School

The Programme of Architecture (Architecture Career) of Architecture is attached to the Mission and Vision of the School of Architecture and Landscape.

Mission

To contribute to the development of an inclusive and sustainable society from the disciplinary fields of architecture, urbanism and landscape. Through the education of socially responsible people committed to their community and surroundings, and stimulating critical thinking, research and project creativity.

Vision

To be regarded as one of the best School of Architecture and Landscape of the country; an open academic community and centre of excellency. Integral knowledge, critical thinking and creative spirit generators, focused on sustainable development of the architecture, the city and the landscape.

Signature of the Career of Architecture

Our Career distinguishes itself through its signature. It looks to educate professional architects committed to their local and global reality, trained to provide quality responses to the needs of the population in terms of habitat design and development built in its different scales. In this ways, is interested in educating integral, enterprising, innovative professionals; with a high critical and social sensitivity in terms of project interventions and the development of the constructed habitat. Competent urban designers that at the same time are socially responsible citizens that can become development agents promoting and managing high quality project responses to the public and private problems.

During 2018, the School of Architecture and Landscape, has promoted a process of the update of its signature or institutional philosophy. In order to focus the School on contemporary problems according to the orientation of the Mission and Vision of the University (Attachment 1 “FAUL Signature: Dialogs for the Future”, 2018).

Competences Approach

The Programme of Architecture focuses its educational methodologies on a “competences approach plan”, based on a learning management which allows the progressive and self-sufficient knowledge construction for the students. In this way, the learning process of the Project involves progressive education competence management, as main focus of the curriculum:

A) Cognitively, the integrated knowledge that apply in the Project.

B) Procedurally, control of design, planning and management processes for the production of architecture, urbanism, territorial, and patrimonial projects in the pre-specialization level.

C) Attitudinally, self-educational sense starting from the construction of a critical, ethical and transformational discourse that includes a personal and dynamic vision of the relationship between the profession and the society and provides the basis for continuous education. Some generic competences are considered as the ability for collaborative work, self-evaluation and self-dependent project research, among others.

10. Commendations

The Board commends:

- 10.1 The Programme of Architecture's engagement with the RIBA process since 2013, working with the RIBA consultant in 2016 and 2017. Specifically, the development and creation of the infrastructure of the portfolio archive. This has been vital in defining the evidence of the School's distinctive mission and also assisting student understanding and professional development.
- 10.2 The clarity of the University's mission of social and environmental engagement. This is voiced throughout the University from the highest level and shared by the Programme of Architecture's academics and 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. 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 To continue developing the integration of the various subject areas with design workshops [studios] in order to further develop the specific and distinct graduate of the Universidad Central de Chile.
- 12.2 Following substantial amounts of effort and energy given in developing the folio system, the Board encourages the School to continue to develop this method to reinforce the distinctive pedagogy of the University and to consider the potential offered by electives to enhance preparation for professional experience.

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 recognises the external contributors. The Programme may wish to develop a means by which an external voice can have a formalised process,

which might take the shape of an advisory board or industrial liaison group. This may provide a helpful and objective perspective.

- 13.2 The Board suggests that the Programme consider establishing a staff-student liaison or consultative committee to provide a more formal and constructive method of communication and feedback.
- 13.3 The Board was encouraged to learn of the Bioclimatic and Patrimonial [heritage] research being undertaken within the Programme and looks forward to seeing how this develops at a future visiting board.
- 13.4 The Board suggests that the Programme continues to develop and periodically review its mapping to ensure that it represents the full scope of work undertaken by students.

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.

15.1 **Part 1 graduate attributes**

The Board confirmed that all Part 1 graduate attributes were met.

15.2 **Part 2 graduate attributes**

The Board confirmed that all Part 2 graduate attributes were met.

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.

- 16.1 The Board made no further comments.

17 **Other information**

17.1 **Student numbers**

446

17.2 **Documentation provided**

The Department provided all documentation as required by the Procedures for Validation.

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.**

- Meeting with director and course leaders
- Meeting with students
- Meeting with the head of institution
- Meeting with alumni and practitioners
- Meeting with staff