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**Royal Institute of British Architects**

**Report of the RIBA visiting board  
to the Universidad de Bogotá Jorge  
Tadeo Lozano (UTADEO)**

**Date of visiting board: 12 & 13 August 2019**

**Confirmed by RIBA Education Committee: 22 January 2020**

**1 Details of institution hosting course/s**

School of Architecture and Habitat  
Faculty of Arts and Design  
UTADEO (Jorge Tadeo Lozano)  
Sede Bogotá  
Carrera 4 # 22-61  
COLOMBIA

**2 Director of Architecture**

Oscar Alonso Salamanca Ramirez

**3 Courses offered for validation**

The programme of architecture, Part 1 and 2

**4 Awarding body**

Universidad de Bogotá Jorge Tadeo Lozano

**5 The visiting board**

Professor Don Gray, Chair  
Peter Garstecki – Vice Chair  
Philip Weiss - Regional representative

One RIBA board member was unable to participate due to unforeseen circumstances. The Board proceeded with the agreement of the University and the RIBA Director of Education.

Stephanie Beasley-Suffolk – validation manager – in attendance.

**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](http://www.architecture.com).

**7 Proposals of the visiting board**

On 22 January 2020 the RIBA Education Committee confirmed unconditional validation of the following programme:

The Programme of Architecture, Part 1 and 2

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 (or an acceptable alternative) being appointed for the course
- ii any significant changes to the courses and qualifications being submitted to the RIBA

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- 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)**

The Universidad de Bogotá Jorge Tadeo Lozano Architecture Programme aims, in its curriculum, for the continuous investigation of the architectural project. This statement is manifest in the search for meaning based on the analysis of disciplinary aspects aimed at solving spatial problems, associated to local, regional or global dynamics, building territorial relations that, in turn, establish limits that are incorporated into ways of living in time and space. This implies the consolidation of work methodologies addressed to the project, recognizing context as habitat from its condition derived from its condition as a field under construction, derived from the inhabitant's logics as well as actions coming from diverse agents in order to formulate questions and raise working hypotheses that guide the concerns of students and teachers.

The latter, associated with an idea of habitat where diversity of scales converge, associated with the programme's idea of project, structuring the Workshops: from an approach to domestic life, its elements, people and activities; to approaches that from the understanding of the social, cultural, political and territorial order, conditioning the construction of diverse spatialities, from groups, through neighborhoods to public and urban scales. Habitat is, then, a place that is built within the building, the city and the territory and makes sense for the activities that are developed as part of the project. Its reason is to be part of real disciplinary applications and problems in context.

In order to meet the training, knowledge, skills and competencies necessary for the training of an architect, in our University, the Curriculum is based on the following basic knowledge: know how to design, know how to build, know how to represent, know how to think and, as an imprint of the training of our students, know how to integrate. From this structure, the discussions of the project workshops and of the subjects of the technical and theoretical areas are established as a way to look for solutions to the problems related to the formulation of architectural and urban space.

For the Architecture Programme, the learning processes include the incorporation of generic and disciplinary competences. The above aims for the student to incorporate diverse knowledge that feeds the universality of their practice -understood as knowing the set of knowledge and skills that when mixed, enable the understanding of the processes of interrelation, interpretation, organization and

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complementation necessary in a given field to achieve a specific purpose. In this sense, knowing how to think is a very wide field whose extension is in accordance with the possible magnitude of the world of architecture that allows the future architect to reflect on what exists and what is possible in terms, both historical and theoretical, with the purpose of constructing arguments tied to the disciplinary reality immersed in a context. This knowledge is based on the theoretical component, which refers to the knowledge and reflection on the knowledge that allows to build judgments and values on the constructed space. From this point of view, the theoretical component fulfils the function of promoting, in the student, the search for meaning to their actions through the revision of history, theories and arguments.

Knowing how to build allows the student to materialize, in real and concrete facts, his ideas and thoughts. This knowledge is supported by an understanding of the load-bearing systems and the construction systems that allow architectural ideas to materialize in inhabitable physical spaces. To know how to build is to train in the Architect the capacity to reflect on how architecture is supported and constructed, as well as allowing students to understand the constructive logics that give meaning to building spaces. This allows them to understand the world of architecture from a technical point of view and brings them closer to the complex problems of the supporting systems of the buildings, the constructive processes, the materials and their behaviours and the variables that intervene in the decision making in the configuration of the space in order to understand that the architecture has an instance of materialization that needs great technical capacities on the part of the architect.

Knowing how to represent is the area that allows the student to communicate with coherence the ideas of architecture. The representational component is the basis of this knowledge and gives the student the tools and forms as it is represented, starting from the elementary notions of architectural drawing to the exploration with the most advanced systems of representation today.

Project knowledge is the area where creative design processes are developed through the adoption of systems and methods specific to the discipline that must be converted into project strategies aimed at providing solutions to architectural problems. The design component is in charge of gathering the knowledge to think, the knowledge to construct and the knowledge to represent the architecture from the development of the student's design capacity, through the enunciation of architecture problems that lead him towards the formulation of multiple questions and answers.

Additionally, and from the previous reflection, the knowledge to integrate guarantees the union of the own and diverse knowledge in the attainment of the architectural project. Thus, the curricular structure includes competencies and knowledge that in turn, are derived into areas of knowledge present in each of the subjects of

each of the foundations that are an integral part of the curriculum of the architecture program of the University.

The Programme of Architecture carries out pedagogical activities for educational purposes that allow the construction of competencies (based on the knowledge of architecture), as well as privileging the academic space of the project workshop as a field of work where the project activity is consolidated, built from different knowledge of the discipline, immersed in a plot of relationships that unite the territory and the different actions of inhabiting.

## 10 Commendations

The Board commends:

- 10.1 The regular internal objective scrutiny by academic staff of the learning programmes.
- 10.2 Project engagement with social issues in the context of the city.
- 10.3 School confidence in the ability of students to deal with the freedom offered by open briefs.

## 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 should rewrite the academic position statement to emphasise the identity of the School and the role of "Habitat". The School may choose to involve students in the development of the School's academic position. ***[Post-visit note: the School re-wrote the academic position statement as requested. The academic position statement reproduced in section 9, above, is the revised statement].***
- 12.2 The academic portfolio should represent the full range of students' ability to include all assessed work, which should be presented clearly and logically, as described in section 4.7 of the Procedures for Validation (2011, revised May 2014).

## 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 reputation and esteem of the School could be enhanced if the School takes a co-ordinated and consolidated approach to the development of research.
- 13.2 There is an opportunity for programme enhancement by inviting external scrutiny in the form of practitioners or academics.
- 13.3 The School should explore the possibility of student representation for each year in a staff: student forum to encourage communication in academic planning and execution as well as the appropriateness of the studio spaces and availability of the workshop facilities.
- 13.4 The School should explore greater links with the profession. This might include encouraging more students to undertake vacation placements, inviting external lecturers to attend the school or practitioners participating in the project review.
- 13.5 In the context of validation criterion GC3, the School is encouraged to explore collaborative links with other disciplines in the Faculty of Arts and Design.
- 13.6 The School should reconsider the proportion of studio time devoted to group work, paired projects and individual submissions to allow objective assessment of each student.

**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.

**14.1 Programme of Architecture**

The Board confirmed that all Part 1 and Part 2 graduate attributes were met.

**15 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.

- 15.1 Please see advice point 13.5 regarding the development of GC3.

**16 Other information**

**16.1 Student numbers**

455

**16.2 Documentation provided**

Please see action points 12.1 and 12.2 regarding the academic position statement and the academic portfolio. All programme documentation was provided as required.

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

- Meeting with budget holder and course leaders
- Meeting with students
- Meeting with head of institution
- Meeting with external examiners and employers
- Meeting with staff