
Royal Institute of British Architects

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

Architect and Bachelor of Architecture

- 1 Details of institution hosting course**
Universidad de Valparaíso
Las Heras 6, Valparaíso
Región de Valparaíso
Chile
- 2 Dean of Faculty of Architecture**
Juan Luis Moraga Lacoste
- 3 Course offered for validation**
Architect and BA in Architecture
- 4 Acting Head of Architecture**
Juan Esteban Alvarado, Academic Secretary
- 5 Awarding body**
Universidad de Valparaíso
- 6 The visiting board**
Roger Hawkins, Professor of Practice – Chair
Roz Barr – Vice Chair
Nic Clear
Cindy Walters
Octavio Perez – regional representative

Stephanie Beasley-Suffolk, Validation Manager, was in attendance.

The Board would like to express its thanks to Francisco Troncoso Unwin for his translation and interpretation services before and during the visit.

- 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.
- 8 Proposals of the visiting board**
On 31 May 2017 the RIBA Education Committee confirmed, by circulation, unconditional revalidation of the following:

Architect and BA in Architecture, Part 1 and Part 2.

The next visiting board should take place in 2021.
- 9 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

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- 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 (written by the School)

The School of Architecture of Universidad de Valparaiso tracks its origins from 1957 with the creation of the Architecture Course of the Faculty of Technology and Architecture of Universidad de Chile, Campus Valparaiso.

Our School is strongly defined by its hosting city of Valparaiso. This city port has been a referent for the history and development of Chile and the South Pacific. Facing the Pacific Ocean is more or less mid-way to the Northern and Southern tips of the country, a land strip 4.500 km long. From its very start Valparaiso took in charge the oceanic driven destiny of our geography. Originally a cove of the sea-going “Chango” People, during Colonial times it became the main harbour of Spanish Governorship of Chile. An important wheat production was exported the Viceroyalty of Peru. Valparaiso remained the only wheat exporting port in the Pacific Basin till the second half of XIX century. It fed the California and Sidney Gold Rushes.

After independence, Valparaiso was during the XIX century the main Chilean harbour and a relevant one in the South Pacific, with well-developed port infrastructure. The riches of Nitrate made Chile and Valparaiso rich, becoming the country hub for finance, trade and industry. Before the opening of the Panama Channel it was a mandatory port of call on the sailing route around Cape Horn. Panama Channel left Valparaiso out of the main sailing routes and it fell into lethargy.

Its urban process has faced demanding climate and topography conditions that let its mark upon the landscape and the collective memory of inhabitants. The character of the city is defined by the continuous response to landscape, to the natural amphitheatre of its location, the mix of different kind of buildings and the lasting of typical urban features, like stairs and alleys. The way the city design of Valparaiso has solved the adaptation to its geography is unique worldwide. Its architecture is diverse and rich, featuring from huge public buildings to vernacular constructions. As of 2003 Valparaiso was designed Cultural Capital of Chile, and the same year made it into UNESCO World Heritage Site.

Our aspiration is that the architect trained in this city, graduated from our School, to be a professional able to conceive, propose and build an architectonic work that respects its physical and social context. We strive to train a professional that finds the place to the needs of the landscape, of the individual and of society, at the different scales and complexities of living. We look to develop architects able to perform in a highly competitive environment, working in interdisciplinary teams, in different places, facing different realities and cultures, always aware of the social and cultural responsibility of the profession.

In the training of our architects we include the particular geographic position of the City and Region of Valparaiso. The curriculum puts emphasis in the many and different geographic, urban and social contexts of this central Chilean sea shore, valley and mountain region.

The landscape of the Region is typical of a Mediterranean Climate. Valparaiso Region strides over 100 miles, between the Pacific Ocean and the Andes Mountains. This territory strikes by its sea shore, export driven agriculture and winery productions, at the bottom of deep valleys irrigated by torrential rivers. The eastern side of the stripe goes up the steep slopes of the Andes, featuring the Aconcagua, America highest peak at almost 7.000 m. Aconcagua Hill is part of the Region and of the city landscape, Valparaiso being the only big city having a view of America's highest summit.

Our School declares itself to be creative, experimental and research driven. It wants to provide the student with the necessary tools to discover and manages the demands of her/his Art.

We assume that Architecture happens inside the stress among reason, emotion and intuition. In which case the training in Architecture must be understood as the expression of capacity to conceive, coordinate and implement the idea of the building and projects, where the location and the dwelling can live to its maximum.

All the academic initiatives developed by our School of Architecture have the twin demand of: first, an attentive reading of the city context; second, proposal of alternatives for its territorial development.

Our graduates have the academic, professional and research skills that make them able to face future changes of the role of architects in society.

Our education strategies go through an academic training of architecture's own knowledge. We aim to integrate the three kinds of intelligence that make up our profession: an

intelligence to understand why things have a give shape, another to understand why things are in a given location. Lastly, an intelligence understanding why things are made in this or this other way.

The curriculum innovation proposal has defined the radical integration of disciplines. This takes understanding the university activity, not from isolated realities. Instead we strive to put together study, research and analysis, inside the conception and full development of an architecture project.

Curriculum design has developed a training plan, providing our architects the ability to adapt to different situations and contexts. This ability springs out from a vision able to assess professional knowledge and project through creative paths. The training plan also provides tools for a responsible and ethical professional practice, plus the knowledge that can be necessary to continue to graduate studies.

The full course studies are organized around 12 project integrated workshops, progressing in increasing complexity and scale, in the way they face relation among location, city and territory.

Students can make their choices among alternatives proposed by the school. The curriculum is structured in 4 cycles: initial, training, in depth and certification.

All workshops offer and demand the development of abilities of research, experience and learning of disciplinary knowledge. These discipline knowledge answers the increasing demands and legal responsibilities of the profession.

There are 8 subjects out of workshops. They include basic architecture knowledge (history and theory, technical knowledge) internships (one in architecture projects, a second in professional management and regulatory issues) and personal development subjects. Inside personal development subjects the University underline the importance of its courses' outreach. In Architecture, concrete community architectonic issues are treated and solved, as to relate studies to the city and community.

We are open to share our experience of this Architecture course in Valparaiso. This is architecture born from centuries long experience of living and building our city, shaped by geography, climate and history, by sailing, economy and the dreams of seafarers the world over.

11 Commendations

The visiting board commended the following:

- 11.1 The ambition of the Integrated Workshops and the fundamental change of culture that is being reflected within the work seen by the Board. The Board understands that this is work in progress and has yet to be implemented in all semesters. The Board encourages the ongoing development of this programme and acknowledges that there is an opportunity for the new programme to enhance the quality of student work.
- 11.2 The range of social outreach programmes initiated by the University and the opportunities this offers to position the School within the community and local culture.
- 11.3 The ambition to move the School into new facilities in order to support the work produced within the Integrated Workshops.

12 Conditions

There are no conditions.

13 Action points

- 13.1 The Board was provided with a mapping document that demonstrated the programme's compliance with MECESUP criteria. These are clearly in alignment with the RIBA criteria for validation. However, a future Board will need to see explicit mapping of the programme against current RIBA criteria (i.e. those current at the time of the next visit in 2021). An agreed sample of student work must also clearly demonstrate compliance.
- 13.2 The RIBA requires specific evidence of external peer review. The Chilean national accreditation system includes peer review. The next visiting board will require evidence of this. This action point refers directly to Recommendation 11.2 of the 2010 RIBA Visiting Board report.
- 13.3 The Board strongly recommends that the wider criteria are adequately demonstrated within the work presented from the onset and for the duration of the visit.

The School should consider methods of retaining a body of student work for review for future RIBA visiting boards. This should show the progression of a student to clearly demonstrate compliance with RIBA criteria.

14. Advice

- 14.1 The cataloguing of student work is an opportunity for students to curate and record their work at the end of each academic year and could form the basis of a digital archive of student work
- 14.2 The Board was encouraged by the extent of the School's outreach programme and suggests that this is communicated more effectively both within the University and to an external audience.

- 14.3 Following the clear support for Faculty of Architecture shown by the Rector and senior management team of the University, the Board advises that the plans for relocating the School to a central site are clearly communicated to the Faculty to allow for strategic planning of facilities, as Integrated Workshop model needs workshop and laboratory space to optimise its success.
- 14.4 In the meantime, the Board advises that better use be made of the present facilities, including laboratories and shared workshop space, to support and enhance current teaching practice.
- 14.5 The Board advises that the School be more explicit about links between research and pedagogy implicit in the Integrated Workshop system to broaden the diversity of output within the School.
- 14.6 Digital representations and new forms of technology should be more evident across all aspects of the School.
- 14.7 The Board would encourage cross-disciplinary working within the Faculty with other disciplines, such as cinema and design, to broaden and encourage diversity within the current syllabus.
- 14.8 The Board encourages the School to extend its outreach to other schools of architecture both nationally and internationally and future visiting board will look forward to seeing evidence of this at the next visit.

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.

The Board confirmed that all Part 1 and Part 2 graduate attributes were met by graduates of the programme.

The School is referred to action points 13.1 and 13.3 regarding the presentation of work and demonstrate of compliance with criteria at any future visit.

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.

The Board was content that all criteria were met.

The School is referred to action points 13.1 and 13.3 regarding the presentation of work and demonstrate of compliance with criteria at any future visit.

17 Other information

17.1 Student numbers

144 initial cycle (semesters 1 and 2)

20 in training cycle (semesters 3, 4, 5 and 6)

156 in in-depth cycle (semesters 7, 8, 9 and 10)

47 in professional and certification cycle (semesters 11 and 12)

17.2 Documentation provided

The School provided all advance documentation in accordance with the validation procedures.

The School is referred to action points 13.1, 13.3 and advice point 14.1 regarding the presentation of work and demonstrate of compliance with criteria at any future visit.

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 next full visiting board.

- Meeting with Dean
- Meeting with students
- Meeting with the University Rector
- Meeting with Staff