

**Royal Institute of British Architects**

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

**Date of visiting board:** 2-3 September 2024

**Confirmed by RIBA Education Committee:** 29 November 2024

**1 Details of institution hosting courses**

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

**2 Courses offered for validation.**

The Programme of Architecture, Part 1 and 2

**3 Head of School & Course Leads**

**Arts and Design Dean**

Dr, Oscar Salamanca

**Director in Charge, Architecture and Habitat**

Alfredo Montano Bello

**Full time Professors**

Pedro Juan Camilo Bright Samper  
Juan Eduardo Chica Mejía  
Pablo Andrés Gómez Granda  
Pablo Andrés Insuasty Delgado  
Pedro Javier Jaramillo Cruz  
Victoria Eugenia Mena Rodríguez  
Ricardo Rojas Farías  
Esteban Armando Solarte Pinta  
Luz Adriana Varela Lima  
Darío Vanegas Vargas

**4 Awarding body**

Universidad de Bogotá Jorge Tadeo Lozano (UTADEO)

**5 The visiting board**

|                      |                         |
|----------------------|-------------------------|
| Karim Hadjri (Chair) | Academic                |
| Lorraine Farrelly    | Academic                |
| Peter Culley         | Practitioner            |
| Tracy Flanagan       | RIBA Validation Manager |

**6 Procedures and Themes and Values for Architectural Education**

The visiting board was carried out under the RIBA Procedures for Validation and Themes and Values for UK and international courses in architecture (published September 2021, and effective from September 2022); this document is available at [www.architecture.com](http://www.architecture.com).

**7 Proposals of the visiting board**

On 29 November 2024, the RIBA confirmed continued validation/s of the following courses:

**The Programme of Architecture, Part 1 and 2**

The next visit to Universidad de Bogotá Jorge Tadeo Lozano (UTADEO) will take place in 2029.

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

**9 Academic position statement (written by the School)**

The Architecture programme at Jorge Tadeo Lozano University aims, in its syllabus, to continuously investigate the habitat through the exploration of a broad notion of project. This statement is made manifest in the search for meaning based on the disciplinary aspects aimed at solving spatial problems associated with local, regional or global dynamics, which build territorial relations and which, in turn, establish limits that are incorporated into the ways of living in time and space. This leads to the consolidation of working methods to approach the project, which recognise the context as habitat from its condition as a field under construction derived from the logics of the inhabitants and the actions of different agents. These methods make it possible to formulate questions about the different issues still unresolved from the perspective of architecture and the city and to propose working hypotheses that guide the students' concerns with the support of the teachers.

In the construction of the idea of habitat, different scales converge which, associated with the idea of the Programme's project, structure the Workshops' approach: from an approach to domestic life, its elements, people, and activities; to approaches that, from an understanding of the social, cultural, political and territorial order, condition the construction of group, neighbourhood and public spatialities. The habitat is, then, a place that is constructed in the building, in the city and in the territory and takes on meaning through the activities that are developed on the basis of the project. that is formulated there. Its *raison d'être* lies in real applications to disciplinary, professional and contextual problems.

In order to meet the training objectives, knowledge, skills and competencies necessary for an architect, a *humanist* commitment is established as the University's contribution to the construction of integral citizens for a global world, a faculty imprint based on *creativity* as a common guide for its programmes and *the habitat* as an idea materialised through the discussions in the project workshops and the transversalities established with the subjects of the technical and theoretical line. Thus, the curriculum from its foundations incorporates the basic knowledge of the discipline, as a way of generating original and sustainable architectural and city solutions that

respond to the challenges of contemporary habitat. Thus, *knowing how to think* allows the future architect to reflect on what exists and what is possible in both historical and theoretical terms, with the aim of constructing arguments linked to the disciplinary reality immersed in a context; *knowing how to build* allows him to understand the world of architecture from a technical perspective and brings him closer to the technologies and materials to resolve different complexities of projects, including load-bearing systems, construction systems, aspects of sustainability, as well as professional aspects and those studies complementary to design that allow their materialisation and operation. *Knowing how to represent* provides students with tools and skills that allow them to explore different forms of visualisation, from the elementary notions of architectural drawing to exploration with digital means of representation and simulation; *knowing how to design* allows them to learn and develop creative processes around the configuration of spaces that solve problems of different natures and conditions through the adoption of systems and methods translated into design strategies; and finally, *knowing how to integrate* allows them to reflect on the need to include disciplinary and professional knowledge simultaneously, in the different scales and dimensions that support project processes.

It is in the processes and results of the project where the Tadeist architect demonstrates his skills in the configuration of spaces that reflect his mastery of knowledge and methods to recognise the complexity of phenomena, to articulate with creativity and argumentative rigour the solutions to disciplinary problems and to face with solvency the professional demands of a world in permanent change. Aware of the need to respond to the current demands of the environment, once training has been guaranteed at the basic levels (years 1, 2 and 3), optional spaces for reflection are offered based on a broad spectrum of themes that seek, in addition to showing other conditions for the construction of the habitat, to stimulate students' reflections on aspects of global interest that significantly affect the different scales and dimensions of the project as well as their professional practice. In this way,

working with communities confronts them with real problems and how to address them with instruments derived from analysis and participatory design; new methodologies of urban transformation and regeneration that seek to balance the city and the territory through the idea of an integrative urbanism that takes into account physical, ecological, economic and social considerations; the development of projects with tools and methodologies mediated by technologies such as Building Information Modelling (BIM), whose collaborative exercise explores creative processes supported by visual programming languages (VPL) and information management through digital models, as a response to the national strategy aimed at the digital transformation of the construction and infrastructure sector in Colombia; or the stance towards the built city and the reconversion of buildings as a way of affirming new modes of habitability.

On the other hand, in articulation with institutional policies, the architecture programme from its pedagogical proposal assumes the challenge of welcoming and accompanying students throughout their training process and that the objective of ensuring the quality of graduates is met. To guarantee this purpose and from an approach centred on student learning, statements have been proposed for the specific foundation subjects that express what the

student is expected to be able to do once the learning process has been completed. This has led to innovative pedagogical strategies and detailed assessment models that allow us to recognise the role of each subject in the education of our students.

Finally, the Architecture programme at the Universidad Jorge Tadeo Lozano offers its students a training experience that is articulated with the current demands of the environment and, from the pedagogical point of view, focuses its educational purposes on activities that allow the construction of competences and privileges the workshop space as a field of project experimentation, which from the different knowledge of the discipline articulates the different scales of the territory from the actions of inhabiting.

## **10 Commendations**

- 10.1** The board commends the University and School's commitment to the urban and civic regeneration of Bogota's city centre.
- 10.2** The board commends the excellent examples of partnership and collaboration with external agencies locally and regionally to deal with real life problems with communities which is evidenced in the students' work.
- 10.3** The board commends the spirit of community of staff which is also reflected in the student culture and the collaborative nature of the School.

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

- 12.1** The board strongly recommends the School to enhance communication systems between staff and students to support more effective delivery of teaching and the student experience including awareness of placements and research opportunities to ensure full inclusivity.
- 12.2** The board advises the School to ensure adequate resources are made available to students such as access to specialist software and space for storage of student physical models.

## **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 advises the School to create a forum for students to raise issues about wellbeing, workload and relevant resources to help support their studies.

- 13.2** The board strongly suggests exposure to student visits in Part 1 could be more consistently available to students.
- 13.3** The board advises the School to encourage critical reflection such as a piece of critical writing as part of the History & Theory modules.
- 13.4** The board encourages the School to review the number of design submissions to ensure student workload is appropriate.
- 13.5** The board encourages the School to expand possibility of placement opportunities and agreements with practice with the support of the University to sustain the highly productive research strands.
- 13.6** The board advises the School to ensure portfolios for Part 2 include work from all strands: Theoretical, Technical, and Specific Project lines.

**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.

**Graduate Attributes for Part 1**

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

**Graduate Attributes for Part 2**

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

- 15** It should be noted that where the visiting board considered the Themes and Values to have been met, no commentary is offered. Where concerns were noted (or a T&V were clearly not met), commentary is supplied. Finally, where academic outcomes suggested a T&V was particularly positively demonstrated, commentary is supplied.

**Themes and Values for Part 1**

The Board confirmed that all of the Themes and Values were met by graduates of the Programme of Architecture, Part 1 and 2.

**16 Other information**

**16.1 Student numbers (from the School)**

**The programme of Architecture**

Part 1: **172**

Part 2: **217**

**16.2 Documentation provided**

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

**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.

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