

JOAQUIM SABATÉ A DELFT

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Resum de l'intervenció del professor Joaquim Sabaté a la Conferència organitzada per Stylos a Delft

## THE EDUCATIONAL CONFERENCE

### Tipology of the curriculum of the ETSAB

We could shortly describe the tipology of our Architecture curriculum in the following terms:

**Teaching would like to afford extensive training in the field of Architecture on the basis of a strong theoretical knowledge, of the skills, the attitudes and the values that describe both the technical, and the humanistic aspects of the subject.**

**1. This becomes translated in our Study Plan in a balance between design-courses** (projects and urbanism), with imply a 25% of the total amount of credits; **pure technical subjects** (from building technology to structural engineering, or building services), with more than 25% of them; **propedeutic subjects**, like geometrical drawing **or more theoretical ones** (like aesthetics, theory of architecture and art history), with another 10% each of the total amount of credits.

**2. This is also strongly related with the recognition in Spain of the figure of the architect as a director of the building process.** He is supposed to be the main and often the only responsible for every step of this process, also including very specific aspects like structure, building services or management. The architecture degree enables one to inscribe in a any of the Architectural Assotiatins in Spain and gives one the right to paractice as a professionalist in the field of construction, but also of planning, interior design or managing.

**3. But the tipology of the School of Barcelona is in the last years becoming increasingly a practical one.**

Stronger orientation towards professional questions has become more and more central in the last 10-15 years, also related with the aim of attracting the best architecs in the country to teach in the School. From the actual 300 teachers of the school, half of them are regular professors. many of them are current practitioners and only one third are full-time teachers. But also a great majority among this last group develops a professional practice of research, encouraged by the School with a specific status.

**4. This tendency of balancing so very different components, trying to educate such a varied range of future professionals, is changing slightly in the last years.**

**The actual Study Plan, drawn up in 1994, is structured in five years, in terms of a first cycle** of 4 semesters (after which no degree is yet awarded) **and a second cycle** of six semesters. One both have been completed, **every student should submit a Final Project to a Jury, before obtaining the degree in Architecture.**

**In this scheme of the Study Plan several aspects should be pointed up:**

a) **The importance of the Design Studios** (with a length of fifteen weeks each), both in the specific field of Architectural Design (Projects) and Townplanning (Urbanism). They represent together more than one third of the total amount of hours of the curriculum.

Projects, and in second term Urbanism, constitute the skeleton of the curriculum and are developed with a certain similarity to Delft modules. They run from the first (or second course) to the end, and sometimes still follow through the free election subjects (in form of design atelier) or through the Final Project.

b) **The strong weight of the technical subjects**, between 25% and 30% of the total amount of credits (structural engineering, building technology, building services...)

c) **The importance of theoretical approach**, not only through subjects like art history, aesthetics and theory of architecture, also through central discussions in studio courses, like Urbanism (between 10 and 15% altogether altogether).

d) **The considerable proportion optional subjects** (20%), which could be selected from a varied range of offers within the School of Architecture (nearly 100 subjects), or also from the other Schools or Faculties.

5. The reorganisation of this considerable offer of optional subjects, and its more specific relation with those ones of the postgraduate courses, will suppose the basis to organise specialized second cycles (interior design, landscape, building manager). But it will also imply the opportunity of changing the orientation of the curriculum: from a still slightly generalist one, to the training in the immediate future of what we could call specialized generalists or architects with a deeper knowledge in a specific field (building structure, planning, building technology...), but still with a strong concern on a comprehensive view upon Architecture.

**Does our School include the integration of educational and research?**

Within the School, and through the different departments that make it up, a large number of research programmes are being elaborated around a wide variety of topics.

**One should point up that the most considerable part of the research finds its outlet in the context of the thirth cycle courses, in publications, applied research projects, congresses and agreements.** More and more differents Departments are offering postgraduate courses in order to update the skills and knowledge of architects.

But research is also strong related with the contents of some of the main subjects in the first and second cycle and with many of the specialized discussions in the optional subjects.

Rechearch Projects also aford the collaboration of some students of the last years. Differents Departments have agreements and develop applied projects for the County Council of Barcelona and other several municipalities, for the Catalan Government, Ministries of Culture and Public Works and some hundred of other public, corporative or private intitutions.

**In my opinion this integration of education and rechearch, or the reflection of the rechearch results through education, is a basic need to mantain teaching of architecture of architecture alive.**