



Royal Institute of British Architects

**Report of the RIBA Full visiting board
to the National University of Piura, Peru**

17 & 18 June 2024

Date of visiting board: 17 & 18 June 2024
Confirmed by the RIBA: 13 November 2024

1 Details of institution hosting courses

National University of Piura
Urbanización Miraflores s/n, Castilla, Piura, Peru

2 Courses offered for validation

Bachelor of Architecture and Urbanism RIBA Part 1

3 Dean

Dr Architect Afranio David Choquehuanca Panta

Director of the Academic Department of Architecture

Mg. Architect Alberto Alejandro González Cortéz

4 Awarding body

National University of Piura

5 The visiting board

Musa Garba, Chair
Olive White, Vice Chair
Lucia Medina
Allan Martín Seminario Benites - regional representative

In attendance: Stephanie Beasley-Suffolk, 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.

7 Proposals of the visiting board

On 13 November 2024, the RIBA confirmed continued validation of the following course:

Bachelor of Architecture and Urbanism RIBA Part 1

The next visit to the National University of Piura will take place in 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 Faculty)

At the Faculty of Architecture and Urban Planning of the National University of Piura (FAU UNP), professionals are trained in the field of architecture, urban planning, construction, research, environmental issues, the history of architecture and urban planning, and cultural identity. Their training is according to the specific demands of the Peruvian northwest and Peru in general, even considering that they must also be prepared to be able to face jobs in their specialty in other parts of the world. They are sought to be leaders and entrepreneurs, innovative and creative, capable of generating the changes that the natural and social environment demands, with a deep critical sense and a high attitude of contribution in the search for solutions to problems.

At the FAU, research and social responsibility in the profession are promoted, the discussion of issues linked to architecture, urban planning, construction, environmental issues, the history of architecture and urban planning and cultural identity is encouraged, within of a context of flexibility, tolerance and respect for diversities and human dignity, with an interdisciplinary approach in the search for solutions to society's problems.

The training provided to students prepares them to adequately address both national and international architecture and urban planning problems. However, the aim is for the student to deepen their knowledge of the particularities of the Peruvian northwest, given that this is the environment immediate performance of his future work as an architect, the latter is the most characteristic feature of the training offered to students at FAU UNP.

The particularities of specific learning at FAU UNP

- a. The management of knowledge, know-how and mastery of appropriate strategies, both at the level of architecture and construction and territorial planning and urbanism, to design and build works of architecture, and carry out urban and environmental interventions, territory, adequate and in accordance with the characteristics and requirements of the Peruvian northwest and the country, taking into account the fragility of the northern Peruvian desert, the seismic risks of the country and the effects of climate change and the eventualities of the El Niño phenomena.
- b. The study and knowledge of the climates, particularly marked in the region, as they include the hot desert, the hot dry forest and the cold Andean, which must be known and treated appropriately when planning any good architectural project.
- c. Throughout Peru, planning of the territory in general and of urban areas is very poorly developed. At FAU UNP we try to achieve in the best possible way the study and knowledge of the urban problems and particularities and the territory in general of the northwest of Peru, and we try to train the student with the greatest number of theoretical tools so that they can solve the best possible way the urban problems that arise in their professional practice.
- d. The northwestern Peruvian region has cultural manifestations of great value that, far from obstructing the processes of development and modernity, should constitute their support. For this reason, at FAU UNP the study and

knowledge of one's own is promoted; assume it as a potentiality, and understand that tradition must be an instrument for authentic development.

The skills that the FAU UNP student must acquire and develop are:

- a. Designer of architectural and urban projects in new and built contexts, in accordance with current regulations and sustainable from an environmental point of view.
- b. Researcher capable of identifying problems and proposing architectural and urban solutions.
- c. Project manager, generate, plan, manage, control and evaluate projects of his specialty,
- d. Executor of works appropriately using technologies in architectural, environmental, construction and structural systems.
- e. Humanist sensitive to the various forms of cultural expression, capable of understanding and adapting to the social, spiritual and identity needs of the population.

The training that is provided to the student at FAU UNP, so that they can achieve the competencies established in the Curricular Plan, is sought to be achieved through various means, some of which are:

- Studying and learning from reality,
- Seeking a relationship that is as personalized as possible on the part of teachers and students,
- Trying to link and achieve unity between theory and practice in all courses,
- Ensuring that students are interested in learning, motivation is the fundamental axis of learning,
- Study travels,
- Pre professional practices,
- Knowledge of the labor market.

Regarding the Riba Validation Criteria and their application in the FAU UNP Study Plan, it could be noted that these are fully incorporated into the contents of the courses throughout the 10 semesters of studies at FAU, (see Profile of the FAU Graduate, Competencies of the

Initial Training Stage - semesters from 1st to 5th.-, and Competencies of the Higher Training Stage - semesters from 6th to 10th.-, of the UNP Professional Career Curricular Plan.)

It could be added that at FAU UNP graduates manage to obtain more skills than those established in many other architecture faculties. At FAU there are courses that could well be considered postgraduate, such as Restoration of Buildings and Urban Planning. In the Monument Restoration courses, work procedures and techniques for the conservation of buildings and public spaces with historical, urban, architectural and heritage values are studied.

And in the Urban Planning courses all scales of interventions in the territory and urban areas, territorial planning interventions in region, province and district and specific urban designs are studied.

10 Commendations

- 10.1 The Board commends the Rector, the Faculty and staff for creating a supportive and inclusive community which is greatly appreciated by the students.
- 10.2 The Board commends the Faculty and staff's efforts to engage with the community in the region and their commitment to social responsibility activities, in addition to their pursuit of Sustainable Development Goals.
- 10.3 The Board commends the investigative efforts made in researching regional materials and the study of traditional vernacular, such as the application of quincha. These investigations could further facilitate the achievement of your Sustainable Development Goals (SDG).

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 Faculty should consider consolidating the design courses into a comprehensive single design project that can be divided into several inter-independent stages allowing for a deeper level of study.
- 12.2 The Board recognises the Faculty's acknowledgement of global climate change issues and the study of climate literacy. However, it is crucial that this knowledge is explicitly evidenced and rigorously tested in the students' own design projects, rather than being treated as separate assignments.
- 12.3 The Faculty must review RIBA themes and values and map how these are incorporated within the curriculum.

13 Advice

The visiting board offers the following advice to the Faculty on desirable, but not essential improvements, which, it is felt, would assist course development and raise standards.

- 13.1 The Board advises that the Faculty promote a higher degree of experimentation in student work. The Board would additionally encourage the faculty to support and assist professionals and students in pursuing their individual research interests.
- 13.2 The Board urges the Faculty to update the reading list to include more contemporary trends in architectural discourse.

- 13.3 The Board encourages the Faculty to facilitate a student voice. For the next visiting board it would be beneficial for the students to write the student appraisal.
- 13.4 The Board advises the Faculty to encourage the students to critically study precedents that will assist them with their design projects and resolving contemporary themes.
- 13.5 The Board commends the appointment of external examiners since the last RIBA visit. The Board would recommend for these positions to be re-appointed on a regular cycle, to ensure critical and thorough benchmarking of the school's work in relation to other institutions; this would be in line with international best practice.
- 13.6 The Board welcomes the planned construction of the new research building and hopes that this will enhance research within the Faculty for students and staff.

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 Bachelor of Architecture and Urbanism.

15 Review of work against Themes and Values

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

The Board confirmed that all of the Themes and Values were met by graduates of the Bachelor of Architecture and Urbanism.

16 Other information

16.1 Student numbers (from the School)

Bachelor of Architecture and Urbanism: 523

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

- Meeting with architecture budget holder and course leaders
- Meeting with students
- Meeting with external examiners
- Meeting with Head of Institution
- Meeting with staff