
Royal Institute of British Architects

**Report of the RIBA visiting board to
Universidad Nacional de Piura**

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- 1 Details of institution hosting course/s** **(report part A)**
 Universidad Nacional de Piura
 Campus Universitario
 Urb. Miraflores s/n
 Castilla
 Apertado Postal 295
 Piura, PERU
- 2 Head of Architecture Group**
 Adolfo Garay Castillo Dean School of Architecture and Urbanism
- 3 Course/s offered for validation**
 Bachelor of Architecture and Urbanism (5 years full time)
- 4 Course leader/s**
 Alejandro González Cortéz Director Academic Department
- 5 Awarding body**
 Universidad Nacional de Piura
- 6 The visiting board**
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|---------------------------|-----------------------------|
| Nick Hayhurst | practitioner/academic/chair |
| Negar Mihanyar | practitioner |
| Peter Culley | practitioner |
| Arch. Julio Ramirez Nuñez | regional representative |
| Sophie Bailey | RIBA validation manager |
- 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 Recommendation of the Visiting Board**
 On the 19 October 2019 RIBA Education Committee confirmed that the following course and qualification is unconditionally validated
- Bachelor of Architecture and Urbanism RIBA Part 1**
- The next RIBA visiting board will take place in: 2023
- 9 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 institution of the annual statistical return issued by the RIBA Education Department

10 Academic position statement

(Statement written by the school)

The School of Architecture and Urbanism of the UNP, in May 2018, celebrated its 22nd anniversary, and is currently the most consolidated and prestigious faculty in the city of Piura and northwestern Peru, and aspires to be one of the best in the world. country.

The professional competences of the graduates of the FAU are:

- a) Designer of architectural and urban projects in new and constructed contexts, in accordance with current regulations and sustainable from the environmental point of view,
- b) Researcher able to identify problems and propose architectural and urban solutions,
- c) Project manager, generate, plan, manage, control and evaluate projects in their specialty,
- d) Execution of works properly using technologies in architectural, environmental, construction and structural systems.
- e) Humanist sensitive to the different forms of cultural expression, capable of understanding and adapting to the social, spiritual and identity needs of the population.

The FAU establishes as its institutional objectives the following:

- a) To train professionals in the field of Architecture, Urbanism, Construction, research, environmental issues, the history of architecture and urbanism and cultural identity, who are leaders and entrepreneurs, innovative and creative, capable of generating the changes that demand the natural and social environment with a deep critical sense, and with a high attitude of contribution in the search of solution of the problems. All this according to the specific demands of the Piura region and the country, even considering that they must also be prepared to be able to face their specialty jobs in other parts of the world.
- b) The training provided to the student must prepare him to adequately address problems of architecture and urban planning both nationally and internationally. However, it is sought that the student deepens in the knowledge of the particularities of the Peruvian northwest, since this is the immediate environment of action of the future architect, this last one is the most characteristic feature of the formation that is offered to the student in the FAU ONE P.
- c) Promote research and social responsibility in the profession, promoting the discussion of issues related to Architecture, Urbanism, Construction, environmental issues, the history of architecture and urbanism and cultural identity, within a context of flexibility, tolerance and respect for human dignity with an interdisciplinary approach in the search for solutions to the problems of society.

The FAU intends to achieve the following goals for the next five years (2018-2023):

- a) Keep the International Accreditation with the RIBA.

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- b) Obtain the National Accreditation in the SUNEDU-SINEACE.
 - c) Continue the process of improving the quality of the teaching staff.
 - d) Strengthen the Masters programs developed in the FAU.
 - e) Strengthen the links of the FAU with regional institutions and companies.
 - f) Strengthen the relations of the FAU with the International Technical Cooperation of the UNP and carry out in this way many exchanges of teachers and students, and actions of international academic activities.
 - g) Strengthen the relations of the FAU with related Architecture Faculties of Peru and other countries.
 - h) Realize the construction of new areas in the FAU, more workshops, laboratories, auditorium, etc. And with this, we can increase the number of entry vacancies.
 - i) Conserve and improve the position of the FAU as the best Architecture and Urbanism Faculty in Piura and northern Peru and position itself as one of the best in the country.
 - j) Achieve to overcome institutional difficulties of the UNP and be able to generate their own financial resources and thus allow themselves to self-finance and carry out many educational activities and projects of the FAU
 - k) Promote and strengthen research activities in the areas established by the Faculty.
 - l) Promote and strengthen the activities of University Social Responsibility, as an educational resource and as a social commitment.
 - m) The strengthening of the FAU will contribute more and better to the sustainable development of the Northwest of Peru.

11 Commendations

The visiting board made the following commendations:

- 11.1 The board commends the ambition of the faculty in its responsiveness to regional climatic and cultural issues whilst operating in a challenging financial environment.
- 11.2 The board was impressed by the maturity, resourceful and dedication of the socially-aware body of students and their commitment to make the most of their learning experience.
- 11.3 The board was encouraged by the student's commitment to 'live projects': the 1:1 pavilions constructed in the Faculty's grounds (without a workshop and tools!) and, in particular, the 'social workshops' that students undertook with bodies such as the Red Cross where there was evidence of team working and the practical application of climatic, social and cultural concerns.
- 11.4 The board was encouraged by the teaching methods employed in Semesters 1 and 2 and, in particular, the demonstration of critical thinking and reflection evident in the student's design logs.

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 Faculty must re-write the 'Academic Position Statement'. This should fully reflect the current ethos, identity and future plans of the programme and how it intends to develop over the next 5 years. (this statement should be written afresh for each RIBA Visiting Board).
- 12.2 The board noted the engagement with the climatic and environmental issues associated with the region and noted these being studied in the 'Environmental Conditioning' Module in Semester 2 and in the Urbanism modules in Semesters 6-10. There must, however, be evidence of the application of these principles and how they are rigorously tested in the student's own design work. (GC5)
- 12.3 The faculty must undertake a reflective and critical review of their curriculum and module structure. This should address;
 - a) the organisation of modules across the 10 semesters and consider whether a different module structure might better deliver the course objectives.
 - b) the mapping of learning outcomes and RIBA criteria against modules. The board advises that the RIBA criteria are currently mapped against too many modules which leads to duplication of similar activities from one semester to the next. As part of the curriculum review, a rationalised mapping might enable students to spend longer on focussed aspects of design development in greater depth and with greater rigour.
 - c) The faculty should review the length of design projects to allow students sufficient time to develop greater intellectual depth and critical rigour in the final year.
- 12.4 There must be evidence in the portfolios of a greater level of critical thinking, experimentation and design iteration in the student's academic portfolio. This was evident in the work exhibited in semesters 1 and 2 and the board encourages this to be continued through later semesters.
- 12.5 The Faculty must develop strategies to enable students to place their own design work in the wider context of contemporary architectural discourse. For example, the board noted that there are no modules that explore contemporary architectural philosophies in semesters 7-10. This may be supported by a stand-alone essay or extended piece of critical writing.
- 12.6 There must be evidence in the portfolios of students critically reviewing architectural precedents that inform their design projects. The faculty must develop a programme that encourages innovative ways in which students could learn and be exposed to contemporary national, regional and international trends and approaches to different contexts in order to support the Faculty's regional mission (GC2, GC7).

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 was reassured by the resource provision promised to the Faculty by the Rector. The Faculty would greatly benefit from a practical workshop that enables the construction of prototypes, 1:1 models and other form of innovative material testing not currently available to students.

13.2 The Faculty should adopt procedures for external examining. This should include a review of each year's work by a number of independent academics and practitioners where they are able to meet the students and staff to form a holistic assessment of the student experience. The examiners should formulate their findings into a report that the Faculty responds to on a year-by-year basis and therefore enabling a form of continuous monitoring and improvement of academic standards.

13.3 The Board would encourage the Faculty to enable staff and students to engage in a wider range of scholarly activities and cross-faculty working. This could be in the form of lectures from practitioners about the philosophy of their work, open debates amongst staff about emerging issues and trends within contemporary architecture as well as lectures on current research being undertaken at the University and in the wider area of Piura.

14 Delivery of academic position

See action point 12.1

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.

Graduate Attributes for Part 1

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

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.

Graduate Criteria for Part 1

Please see action point 12.2 and 12.6

17 Other information

17.1 Student numbers

First year:	98 students
Sophomore year:	62 students
Third year:	125 students
Fourth year:	110 students
Fifth year:	71 students.

17.2 Documentation provided

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

***Notes of meetings**

On request, the RIBA will issue a copy of the minutes taken from the following meetings:

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