



Royal Institute of British Architects

**Report of the RIBA Full visiting board
to the Universidad Nacional de Ingeniería,
Lima, Peru**

20 & 21 June 2024

Date of visiting board: 20 & 21 June 2024
Confirmed by the RIBA: 24 October 2024

1 Details of institution hosting courses

Universidad Nacional de Ingeniería
Avenida Túpac Amaru 210
Lima 25
Apartado 1301
PERU

2 Courses offered for validation

Bachelor of Science in Architecture RIBA Part 1

3 Dean, Facultad de Arquitectura, Urbanismo y Artes

MSc Arq. Rosario Pacheco Acero

Director of the Professional School of Architecture

Janeth Hernández King

4 Awarding body

Universidad Nacional de Ingeniería

5 The visiting board

Musa Garba, Chair
Olive White, Vice Chair
Lucia Medina
Manuel Zubiate – 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 24 October 2024, the RIBA confirmed continued validation of the following course:

Bachelor of Science in Architecture RIBA Part 1

The next visit to the Universidad Nacional de Ingeniería 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 School)

The School of Architecture of the Facultad de Arquitectura, Urbanismo y Artes (FAUA) of the Universidad Nacional de Ingeniería (UNI), founded in 1910 as the Special Section of 'Construction Architects', has an extensive and acknowledged national and international experience. FAUA is the first school of architecture in the country, becoming a referent in architectural education, leading the field due to its multidisciplinary nature, combining architecture, urban planning and the arts within the scope of a technological university.

The school, framed in our UNI institutional mission 'To train leading professionals in science, engineering and architecture in a humanistic manner and focused on scientific research, the creation and development of technologies, committed to continuous improvement of quality and social responsibility, contributing to the sustainable development of the country'¹ the school offers free tuition high-quality university education in the field of architecture, thus contributing to reducing inequality gaps in our country, in terms of access to education and creating educational spaces that promote inclusion and cultural diversity. The school welcomes an equivalent number of young male and female students for the same purpose.

Peru is a multicultural country with a diverse geography, an important historical legacy and natural and urban phenomena due to the accelerated growth of our cities and climate change. Therefore, our particular context introduces our students to diverse situations later discussed in the research field or through design projects in design studios.

Research represents a primary element in training, which is why it is a transversal competence along the career, carried out with depth in the last study semesters, where each student develops a dissertation on a topic of personal interest for the lapse of two semesters. The lines of research, identified and defined by the academic staff, are the following: History and theory; art, architecture, technology and urbanism. Architectural and urban design; territory and city; mobility and public space; energy, environment and sustainability; energy, environment and sustainability; development of new technologies, prototypes and programming.

We distinguish ourselves by providing comprehensive training with a critical approach. Belonging to a leading technology institution gives us a particular perspective since our students have greater exposure to careers which are complementary to architecture, such as engineering and science from their formative stage.

The design project is where the pedagogical proposal is consolidated. It begins with contextual research, an in-depth analysis, and an exploration of alternatives for the place of intervention. It concludes with a proposal framed in a critical approach to the territory, the environment, the technology, history, and sociocultural diversity, designed for its future users. Therefore, students are expected to develop representation, communication and research skills with knowledge about regulatory, economic and construction industry aspects.

These achievements occur in a process of increasing complexity over the course.

All modules have been designed for a gradual and evolutionary acquisition of knowledge, where students develop ingenuity and creativity by applying new knowledge progressively. The final degree projects and themes are an example of the students' interest in designing in different contexts, in the search for relevant architectural solutions to improve the quality of life of future inhabitants.

On the other hand, the study plans are updated through an ad-hoc process by a team of FAUA authorities, professors and alumni of different generations and with different professional careers, ensuring that the study plan adjusts to the needs demanded by the national and international market. The teaching staff is constantly updated and has extensive experience in the field, with diverse specializations, postgraduate studies and/or professional experience.

The school awards a bachelor's degree program in a part one course of ten semesters. The architectural training program has three academic stages: general studies (1 year), training level (2 years) and development, integration and experimentation level (2 years), at the end of which the Bachelor of Science with a mention in Architecture is obtained. Pre-professional practices are mandatory, they are developed from the sixth semester onwards and are monitored.

Part Two course awards the Professional Title. This diploma is necessary for professional practice in Peru and for obtaining a license. The obtention of the diploma requires completion of an independent design project thesis (which begins in the last year of the bachelor's program), under the guidance of a main advisor in architecture and the advice from engineering specialists provided by FAUA during the development of the period of the project thesis. This thesis project is defended in front of a jury and leads to obtaining the Professional Title of Architect on behalf of the Nation.

The process of teaching and learning is not only given during classes. The university and the school environment provide our students with diverse subjects of discussion and deep thought regarding the future of our cities, vulnerable settlements, quality of education and our ethical compromise with inhabitants, in our role as professionals of the built environment.

The school has two main modes of community student action. The Centre of Architectural Students (CEA) and the Student Representation (TEA) on the Architecture School Governance Council, both actively participate in the identification, co-design, proposal and implementation of improvement of services and resources, and are the communication channel of the student with the FAUA authorities. Additionally, students have other associations linked to their interests, whether academic, artistic, cultural, sports or others that enrich their intrapersonal and interpersonal development.

Our graduates are prestigious professionals who develop their professional activity in different fields of specialization. Our alumni are distinguished professionals, they have been the recipients of the 'Golden Hexagon', the highest distinction of the Guild of Architects in the field of design. They have

been deans and founders of most architecture schools in the country, as well as, deans of the Colegio de Arquitectos del Peru - CAP, the national architecture registration board.

In the public sector, some of our graduates have been ministers or vice ministers of the Ministry of Housing, Construction and Sanitation. Also, promoters of the recent Sustainable Urban Development law in Peru. They have been part of the teams for the development of infrastructure in the 'Plan Integral de Reconstrucción con Cambios', 'Escuelas del Bicentenario', 'Lima Pan American Games', among others national projects, demonstrating their commitment to the development of the country in highly competitive environments.

Our study plan, in force since 2019, is within the Peruvian legal framework Law No. 30220, Law of Universities, which requests a first year of general studies. The course must then articulate mandatory modules with the design studio sequence. The RIBA Criteria helped in defining our content and competencies per module. The themes and values of architectural education are incorporated at a transversal level and are being identified or implemented in a more conscious and progressively defined way, the details of which are described in the following School Appraisal. Likewise, it is important to mention that we are in the process of updating a new curriculum since we know that we must integrate content and reduce the academic load.

10 Commendations

- 10.1 The Board commends the Rector, Faculty, staff and students for establishing a nurturing and all-encompassing community.
- 10.2 The Board commends the Faculty for its work in beginning to implement the RIBA's themes and values as well as the integration of taught courses into design studio.
- 10.3 The Board commends the University and Faculty's commitment to research, specifically in exploring the theoretical aspects of Peru's cultural legacy and material production. This research is strongly supported by resources such as the Fab Lab.

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 Early integration of formative professional practice should be incorporated into the student journey to provide them with a better understanding of the how an architectural business is managed.

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 encouraged to see a great range of student work in the areas of art, culture and vernacular heritage; these are, however, often only conducted in self-standing modules. The Faculty could consider revisiting the emphasis of the design briefs to allow more of these ideas to directly inform the design projects, particularly to allow for a more in-detail and haptic resolution of the design projects from the urban-scale through to the interior spaces.
- 13.2 The Board advises the Faculty that the uniformity of utilising a single Virtual Learning Environment (VLE) would enhance the students' ability to navigate through the information for their studies.
- 13.3 The Board advises the Faculty to foster interdisciplinary collaboration among faculty and students by integrating with the expertise of the 10 other faculties, taking advantage of the Faculty's position within the institution.

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 Science in Architecture RIBA Part 1

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 for Part 1

The Board confirmed that all of the Themes and Values were met by graduates of the Bachelor of Science in Architecture RIBA Part 1

16 Other information

16.1 Student numbers (from the School)

Bachelor of Science in Architecture RIBA Part 1 - 752

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