



University College Dublin

UCD Architecture

School of Architecture, Planning and Environmental Policy

Architecture Programme Report

NAAB Substantial Equivalency Visit Three

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Degree Programme Proposed:

Master of Architecture (MArch)

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1.0 Institutional Support and Commitment to Continuous Improvement

1.1 Identity & Self-Assessment

1.1.1 History and Mission

UNIVERSITY COLLEGE DUBLIN (UCD) is one of Europe's leading research-intensive universities where undergraduate education, postgraduate masters and PhD training, research, innovation and community engagement form a dynamic continuum of activity.

The university was established in Dublin in 1854 by John Henry Newman whose classic work *The Idea of a University* is one of the most enduring texts on the value of higher education and a source of inspiration for UCD's current educational philosophy.

Today UCD is Ireland's largest university with almost 25,000 students. It is the most popular destination for Irish school-leavers and actively promotes university life as a journey of academic and personal discovery through its highly innovative and flexible UCD Horizons undergraduate curriculum.

UCD is Ireland's leader in postgraduate education with approximately 7,000 postgraduate students, representing approximately 28% of the UCD student population, and almost 2,000 PhD students. Over 50% of UCD undergraduates progress to postgraduate studies.

UCD is home to over 5000 international students. In addition, it places great emphasis on the internationalization of the Irish student experience – preparing all UCD students for future employment and life that crosses borders, boundaries and cultures.

The role of UCD within Irish higher education is underscored by the fact that UCD alone accounts for over 30% of international students, over 25% of all postgraduate students and almost 28% of all doctoral enrolments across the seven Irish universities.

Institutional Mission

The aim of UCD is to advance knowledge, to pursue truth and to foster learning, in an atmosphere of discovery, creativity and innovation, drawing out the best in each student and contributing to the social, cultural and economic life of Ireland in the wider world.

As set out in its Strategic Plan 2015- 2020, UCD's mission is 'to contribute to the flourishing of Dublin, Ireland, Europe and the world through the excellence and impact of our research and scholarship, the quality of our graduates and our global engagement; providing a supportive community in which every member of the University community is enabled to achieve their full potential.'

UCD's values are: 'excellence, integrity, collegiality, engagement and diversity'

The vision for 2020 states:

UCD will be a pre-eminent, diverse and scholarly community of faculty, students and staff who, while contributing to the development of Ireland, have global standing, understanding and impact. UCD will continue to be an excellent, research-intensive university, where a comprehensive suite of strong disciplines forms the foundation for high-quality interdisciplinary research, scholarship and innovation. Through this combination of world-leading disciplinary and interdisciplinary research, we will vigorously tackle significant global issues and challenges.

Our graduates will be imbued with a knowledge of the past, and will be capable of critically interrogating the present and of imagining the future. Through a holistic student-focused and research-led educational experience which has both breadth and depth, they will be equipped with the knowledge, skills, experience and attitude they need to flourish in present and future Irish and global societies.

Highly engaged locally, nationally and internationally, UCD will be known around the world as Ireland's global university. As such we will be truly global in our comprehensive range of disciplines, in the reach and impact of our research and innovation, in our holistic educational experience, in the diversity of our University community, in our engagement with all sections of society and with all regions of the world, and in the quality and extent of our campus and facilities. We will be distinctive in our agility, innovativeness, commitment to justice, inclusiveness and friendliness. We will bring the best of the world to Ireland, and the best of the Ireland, including its distinct cultures, to the world.

History of the UCD Architecture Programme

The first enrolment to the architecture course in UCD was in 1911, the same year in which William A. Scott was appointed Professor. From hesitant beginnings – one student graduated in 1917, followed by two more in 1920 - the School of Architecture began to grow during the late 1920s and 30s. Under the headship of R.M. Butler a steady stream of students enrolled and graduated each year. In 1938, the RIBA (Royal Institute of British Architects) accredited the architecture programme, affording its graduates much greater recognition and opportunities internationally. This recognition has continued unbroken to the present.

After a period of reinvention under the headship of the English architect Ivor Smith (1969-72) the School of Architecture grew in scale and stature under the leadership of Professor Cathal O'Neill. From its original home in Earlsfort Terrace, the school moved to its present location in Richview on the western edge of the UCD campus, in 1981. By this stage, the pattern of the curriculum was well established, with a balance between studio projects on the one hand and lecture subjects covering history and theory, technology, structures and environmental design on the other. The work of the school became increasingly characterized by a concern for context, particularly the historic urban fabric, a philosophy which would play a central role in Irish urban regeneration projects of the late twentieth century.

During the restructuring of UCD in the early 2000s, the programme joined a larger School of Architecture, Landscape and Civil Engineering as part of the College of Engineering, Mathematical and Physical Sciences. However, in a further restructuring in 2010, the architecture programme regained greater autonomy and visibility within the re-established School of Architecture, one of seven schools within the College of Engineering and Architecture. More recently, in 2015, as part of a minor restructuring, the School has expanded to include Planning and Environmental Policy, allied disciplines which, although located on the same Richview campus, had hitherto been in a different academic unit (with Geography in the College of Human Sciences)

In line with the Bologna accord and in common with the majority of programmes across Britain, Europe, the US and the rest of the world, the MArch qualification was introduced as the benchmark professional qualification in 2010, replacing the B.Arch. UCD was the first, and to date the only, school in Ireland to instigate this revised 3 + 2 structure. The B.Arch was phased out completely in 2014 - 15. Concurrently a

number of new specialised taught masters (90-credit M.ArchSc.) have been introduced to complement research degrees at Masters and PhD level.

At the most recent accreditation visits in 2013, both the RIAI (Royal Institute of the Architects of Ireland) and the RIBA gave the programme continuing approval for the following five years, offering positive feedback in their reports. Each principal theme enumerated among their criteria for validation - Design, Technology and Environment, Cultural Context, Communication, Management Practice and Law – was found not only to be comprehensively dealt with in particular subject areas and modules, but also to be the subject of considerable postgraduate and research activity. Accreditation visits from both bodies are next due in 2018.

Recent achievements of note include:

Practice

- Professor Sheila O'Donnell and Professor John Tuomey, O'Donnell + Tuomey; RIBA Royal Gold Medal for Architecture, 2015; American Academy of Arts and Letters: Arnold W. Brunner Memorial Prize 2015; LSE Student Centre: Mies van der Rohe Award shortlist, 2015 RIBA London Building of the Year, Stirling Prize shortlist, 2015
- Marcus Donaghy and Will Dimond, Donaghy Dimond; Inchicore Model School, Shortlist EU Mies Award 2017, AAI Downes Medal 2016, Best Educational Building RIAI 2015
- Peter Cody, Boyd Cody; Bleach Road, House of the Year, Leinster, RIAI 2017; Teeroneer, House of the Year, Munster, 2017
- John Parker, ABK Architects; Roscommon County Council Civic Offices, Best Public Building, Best Sustainable Building RIAI 2016
- Michael Pike, GKMP Exhibition New Horizons, ID2015 at Chicago Architecture Biennial, 2015
- Yvonne Farrell and Shelley McNamara, Grafton Architects, distinguished alumni and Adjunct Professors; Curators, Venice Biennale 2018; University of Virginia and the Thomas Jefferson Foundation at Monticello, Architecture Medalists 2017; UTEC Lima, RIBA International Award 2016, Mies Crown Hall Americas Prize (MCHAP) Finalist, 2016; RIBA Jane Drew Prize, 2015

Research

- Associate Professor Finola O'Kane elected to the Royal Irish Academy, May 2017. First architect since James Gandon to be accorded his honor; *Ireland and the Picturesque* (Yale UP, 2013) awarded 2016 J.B Jackson Book Prize by the Foundation for Landscape Studies
- Assistant Professor Elizabeth Shotton wins Fulbright TechImpact Award 2017 for Minor Harbors research

- Assistant Professor Samantha Martin-MacAuliffe, *Food and Architecture: At the Table*, Bloomsbury 2016
- Assistant Professor Oliver Kinnane, IMPRESS – EU-funded project on prefabricated panels reducing energy demand.

In September this year, UCD will present distinguished alumnus Niall McLaughlin, Professor of Practice at Bartlett, UCL with an honorary doctorate

Programme Mission

UCD Architecture is at the centre of Ireland’s architectural culture. By far the country’s longest-running school of architecture, its programme is also the only one accredited by the professional institutes of both Ireland and Britain (RIAI and RIBA). UCD Architecture operates within the immediate framework of the practice of architecture in Ireland and in the larger context of international architecture. Its mission is to prepare students for careers in architecture and related fields, to play a central role in Ireland’s architectural culture, to be a genuine learning laboratory and testing ground for the architectural profession, and to make a strong contribution to architectural and interdisciplinary research.

Accordingly, UCD Architecture promotes a closer, more dynamic relationship between teaching and research, the profession, the industry and the culture at large. This mission informs all aspects of its activities, and particularly its main teaching programme. Both lecture-based and studio modules allow the introduction of content and projects which derive from, or feed into current research activity. Studio projects in particular have the capacity to produce work of analysis, survey and design that can provide important content and groundwork for research work. This flexibility and adaptability is one of the programme’s key strengths: it can shape itself to opportunity and to circumstance. Without diluting their educational purpose, studio work and other assignments acquire a feeling of urgency and of relevance to the current discourse and situation.

The change to MArch for the second cycle has allowed the culture and techniques of research to be embedded more fully into the programme. While the emphasis in the undergraduate cycle continues to be on the acquisition and demonstration of a wide range of essential competencies and capacities, the ethos of research and innovation is also introduced. At Masters level, the emphasis on innovation, investigation and original creative work is underpinned by a due regard for rigor, depth and precision, by a firm foundation in advanced methodologies and skills, and by a robust engagement with the broader disciplinary, regulatory and societal frameworks within which professionals must operate. The expectation is that graduates are able to act competently within a framework of knowledge and a context of understanding.

The programme’s wide-ranging educational ethos has always been anchored by the specific requirements of professional accreditation. All graduates are required to demonstrate the 11 core competences set out by the EU Directive on Architecture (85/384EEC), which in turn forms the basis of more detailed lists of

competences required by accrediting bodies, now including the NAAB. In every area, from technical and regulatory to cultural and aesthetic, these competencies span knowledge, understanding, skill and ability.

Forming an architect's 'habitus'

The programme in architecture places creativity and the design process at its centre. From the outset, students are engaged in creative thinking and problem solving. They are required to take ownership of their work, to direct its development and to learn through their self-directed actions.

While lectures and seminars play an important role in the architecture programme, the design studio is the focal point. For students, the educational experience revolves around a collective space within which each has her or his own workplace. The studio supports a series of unique 'settings for learning', each with their own ratios and relationships. In the first, a single tutor comes to the student's desk to discuss their work. In the second the tutor gathers a small group around a table to review work collectively. In the third, a number of tutors address a group or class on particular aspects of the design project. In the final setting, the crit, the individual student presents work visually and orally to the group of their peers and their tutors. Across all these studio settings, the student experiences a high degree of autonomy and self-awareness, an expectation of engagement and a high level of individualized input and feedback. The extent of individual tuition received by a student (usually calculated at an hour a week) is probably unique, and certainly unusual within the university, but it is vital to the nurturing of creative action. The challenge to students to produce and perform is matched by a commitment to support and direct their individual interests and directions. Architecture is understood as concerted creativity. The student responds accordingly: *homo ludens*.

The building laboratory and its associated activities bring another dimension to the student experience, serving as a space for demonstration, for making and for experiment. Here students engage directly with building materials, components and techniques through their own experiments, by watching experts and by engaging with research projects. They also model and experiment with their own designs at a range of scales and with a range of materials and techniques. Architecture is understood as material practice and built artefact. The student responds accordingly: *homo faber*.

Lectures, seminars and tutorials – the more traditional educational settings of the university - form the other main component of the programme. Here the student experience is directed towards the acquisition of a broad range of knowledge and understanding. While bodies of knowledge and modes of understanding (historical, scientific, technical..) are valued in their own right, they are also seen as having immediate applicability and relevance to other parts of the student's endeavours. Knowledge is put to use. In keeping with this, the library is viewed as a laboratory rather than a repository: its resources feed directly into the student's individual experiments, while exposing them to the breadth and depth of the discipline within which these experiments occur. Architecture is understood as a field of knowledge to be engaged with critically. The student responds accordingly: *homo sapiens*.

Through its mix of spatial settings and educational methods, the programme produces in its students a powerful and particular 'habitus'. (Following Pierre Bourdieu, habitus is taken to mean a set of acquired schemas, sensibilities, dispositions and tastes.) Among other things, this *habitus* is flexible and adaptable, and it confers upon students the expectation of action. They will have the ability to analyze complex problems and situations and, on the basis of that analysis, to propose and implement coherent and creative plans of action. And while these capacities have a particular application within architecture, it is clear that they may also be applied across many other spheres of activity.

A note on the structure of the programme

The vision for the architecture programme outlined above is predicated on a five-year education leading to careers in architecture. Since 1990, the five-year course in architecture at UCD has been divided into two stages, the three-year BSc (Arch) and the two-year B.Arch. In 2010, the MArch replaced the B.Arch. Both stages - the three-year Part I and the two-year Part II - are integral to the professional education of the architect. Both stages are currently accredited by RIAI and RIBA.

While this application seeks to establish substantial equivalency for the two-year MArch programme, it is important to note that the BSc(Arch) requires students thoroughly to engage with the full range of the architect's competences, encompassing aesthetic, cultural, social, theoretical, representational, technological, environmental, economic and ethical dimensions. Thus it should be considered a pre-professional degree.

1.1.2 Learning Culture and Social Equity

- *A copy of all policies related to learning culture (including the Studio Culture Policy)*
- *(1) Evidence that faculty, students, and staff have access to these policies and understand the purposes for which they were established*
- *(2) Evidence of plans for implementation of learning culture policies with measurable assessment of their effectiveness.*
- *(3) Evidence that faculty, staff, and students have been able to participate in the development of these policies and their ongoing evolution.*
- *(4) Evidence that the institution has established policies and procedures for grievances related to harassment and discrimination.*
- *(5) Evidence that the institution has established policies for academic integrity (e.g., cheating, plagiarism)*
- *(6) Evidence that the institution has a plan to maintain or increase the diversity of faculty, staff, and students when compared with the diversity of the institution. If appropriate the program should also provide evidence that this plan has been developed with input from faculty and students or that it is otherwise addressed in its long-range planning efforts.*

General overview on Learning Culture and Social Equity:

The Institution:

[UCD](#) is an autonomous institution, accountable through its [President](#) Professor Andrew J. Deeks to the UCD [Governing Authority](#). The primary responsibility of the Governing Authority is to guide the strategic direction of the University, with particular emphasis on overseeing policy, monitoring the performance of top management and working with the President to set UCD's strategic aims. In parallel, The [Academic Council](#) (AC) oversees the University's academic activity. This responsibility is defined by statute and includes directing the educational matters of the University such as curriculum, education provision, academic policy and regulatory oversight through approval of Academic Regulations, Student Code and new academic policies. Academic Council also oversees the academic governance framework which is made up of a number of subcommittees, and has a key role in setting the annual work programme and reporting requirements for subcommittees. The University Programmes Board ([UPB](#)) which reports to the Academic Council reviews, approves and monitors the design, delivery, assessment and quality of the educational programmes within its remit. It also provides University level oversight for all programmes governed by the Undergraduate Programme Boards, College Graduate Schools, Programme Board, Graduate Programme Boards and Boards of Studies established by the University. The Registrar Professor Mark Rogers is the Chief Academic Officer of the institution and he chairs to University Programme Board.

In UCD, University Regulations, including Academic Regulations ([Academic Regulations](#)) and the [Student Code](#), are rules and directions that govern educational provision and student conduct. The faculty, students, staff and the general public have access to these policies(1). Representatives of academic and non-academic staff as well as members of the student union are represented in these committees, which allow the UCD communities to understand the purposes of these policies (1). Through different committees (stated below in detail) the implementation of learning-culture policies is assessed and evaluated (2 & 3). In all its programmes, UCD upholds the principle of academic integrity and students are made aware of UCD's Student Code including [Plagiarism Policy](#) (5). UCD is currently working on [UCD Strategy 2015-2020](#).

UCD is committed to equality of opportunity for all staff and students, irrespective of gender, civil status, family status, age, disability, race, sexual orientation, religious belief, and membership of the traveller community. UCD's Equality, Diversity and Inclusion Group is a dedicated resource in the University to promote equality and diversity in its activities (4). UCD was awarded the Athena Swan Bronze Institutional Award in March 2017. More information on [Equality, Diversity and Inclusion \(EDI\) Group](#)

[Ireland's Global University:](#)

UCD sees itself as Ireland's Global University. UCD is home to 6,500 international students from more than 120 countries. The UCD faculty is increasingly international (nearly 25% of UCD staff come from outside Ireland). The newly formed Global Engagement Group, a sub-committee of the University Management Team, provides high-level oversight of the University's efforts on [Internationalisation](#) . For more information: [Global Engagement Strategy online.pdf](#)

In detail:

[Chief Academic Officer:](#) The Registrar is the University's Chief Academic Officer of the institution and also holds the offices of Deputy President and Vice-President for Academic Affairs. He oversees the academic life of a student from undergraduate through to graduate studies. The Registrar is responsible for the university's academic affairs and overall academic strategy and planning. He has responsibility, inter alia, for the regulation and development of courses and programmes, examinations and assessments, teaching and learning standards and academic policy. The Registrar is also responsible for academic quality assurance and international affairs and has oversight of a number of academic administrative units. In advancing the university's academic objectives, the Registrar works in collaboration with College Principals and Heads of School. The Registrar works closely with the President, acting as his representative when required, and is a member of the President's management groups and the UCD Governing Authority. (Further information on [UCD - Education Strategy to 2014.pdf](#))

[UCD Governing Authority](#): The primary responsibility of the Governing Authority is to guide the strategic direction of the University, with particular emphasis on:

- Overseeing university policy
- Monitoring the performance of top management
- Working with the President to set the university's strategic aims.

[Academic Council](#): The Academic Council (AC) oversees the university's academic activity. Academic Council's primary responsibilities (as defined by Statute) are to:

- Stimulate debate on major strategic and academic issues.
- Promote the highest standards of teaching and learning.
- Approve and review academic regulation and policy.
- Maintain oversight of education delivery and assessment.
- Advise the Governing Authority on academic matters.

Academic Council has delegated some of its specific decision-making responsibilities to sub-committees, including the Academic Council Committee on Examinations and the University Committee for Academic Appointments, Tenure and Promotion.

[University Programmes Board \(UPB\)](#): The University Programmes Board reviews, approves and monitors the design, delivery, assessment and quality of educational programmes, and is responsible for oversight of the governance of those programmes. The primary responsibility of the UPB as delegated by Academic Council is to approve:

- New programmes
- Changes to existing programmes
- New Thematic Doctoral programmes
- New Collaborative programmes
- Module and programme derogations, changes to derogations
- Programme reviews
- Student-related matters

[Teaching and Learning](#): The aim of UCD's Teaching and Learning Unit is to foster positive and effective student learning experiences by developing and supporting excellence in teaching and academic development. This is achieved by:

- Promoting research-informed approaches to teaching, learning and assessment with proven effectiveness and efficiency
- Utilising institutional data to inform quality enhancement in education
- Contributing at university level to the development of sound educational policies
- Supporting the design of quality learning environments, systems and services
- Empowering and rewarding outstanding teaching and educational leadership

As part of the university's evidence-based quality assurance of educational offerings, UCD Teaching and Learning also operates an all-university, anonymous, online student feedback system to ensure that students are given a voice in the module enhancement process. (Further information on module enhancement and student feedback is available on [Student Feedback](#)). In semesters one and two, emails are issued centrally to launch and promote the survey. Module feedback should be used by module coordinators and the heads of schools to improve modules. Responding appropriately to feedback is a key element of an academic's professionalism (Eraut, 2004). Knowing how many, or the extent of changes to implement is a concern, as is implementing unnecessary changes because of the need to appear responsive to student views (Arthur, 2009).

[Student Code](#): The university is committed to quality in teaching, learning, scholarship and research and it values honesty, integrity, dignity and respect. All members of the university community are expected to act responsibly at all times. The student code establishes the university's regulations and expectations in respect of student behaviour and conduct. The code establishes types of behaviour that constitute breaches of the university's disciplinary regulations and provides details of the student disciplinary process. Any alleged breach of the UCD Student Code may be treated as a disciplinary matter under the university's Student Disciplinary Procedures. Students and university staff are encouraged to familiarise themselves with the UCD Student Code and related procedures.

[Student Support](#): The **Architecture, Landscape, Planning and Environmental Policy Programme Board** (ALPEP PB) is answerable to the University Programmes Board and Academic Council for the design, development, regulation and quality of the programmes under its remit and for overseeing their delivery. It is also responsible for monitoring the overall performance of students registered to these programmes, including Erasmus, Exchange and Occasional Fee-Paying students, monitoring their progression and

ensuring their academic welfare. The Programme Board recommends the structure and content of these programmes, and any regulations or policy, which govern them, and makes decisions or recommendations regarding the admission, progression, continuation and graduation of students registered to these programmes. The Associate Dean of ALPEP chairs the Programme Board and the Programme Manager for ALPEP provides administrative support. See section 3.4.4 a and b for Terms of Reference of the board and for membership details.

Staff/Student Committee: Class Representatives of each stage of the BSc (Arch) and from the MArch meet with staff representatives several times per semester. The Dean and the Associate Dean attend these sessions. At these meetings, issues of immediate concern to the students are discussed, but they also have to opportunity to discuss and contribute to the broader development of the school.

Studio Culture: The studio-based mode of teaching and learning, which involves the presence of a number of studio tutors at regular points during the week encourages students to interact with their peers and with studio staff. It is expected that an atmosphere of communication and support prevails.

Studio teaching is a non-linear, time-intensive, reiterative process. We continuously refresh our established teaching practices, to improve peer-to-peer learning, one-to-one teaching, group learning, crits and reviews.

Recent research has identified four fundamental principles of studio teaching:

- Learning through Project based work – a process for uncovering new knowledge
- Learning through Praxis – theory and practice inform each other
- Learning through Workshop – hands on design and build
- Learning through First-hand observation – travel, survey, etc

Studio Teaching as a mode of learning aims to develop students' passion, rigour, initiative, motivation, intuition, engagement, tenacity, commitment, resourcefulness, ethical conduct, self-reliance, independence, lateral thinking, problem solving, flexibility, teamwork and communication in Architecture.

Studio Culture Policy:

The school affirms the value of the studio-based educational model. This value resides in the active learning that is indicative of studio education with its emphasis on dialogue, collaboration, risk-taking and learning by doing. Students must take responsibility for their own design education with faculty guidance within a larger framework. Studios are a type of learning community with intense learning relationships that range from one-on-one faculty instruction and peer-to-peer learning. In recognition of this community, the school has the following SCP, which supports a learning environment in which students and faculty strive to create

a respectful learning environment. This policy endorses balance in life and study, understanding in time commitment, evaluation of work beyond letter grades, respect given to all community members at all times, and a challenging, diverse, and respectful learning environment. The policy pertains to all academic classes and time spent in and out of studio.

Studio: The studio environment provides students with the opportunity to research, create drawings, models, writings, and diagrams to make discoveries with faculty support. This problem-based learning teaching method allows a student to learn by producing work that allows for multiple forms of interaction in the studio and in related spaces such as the Building Laboratory, library, and review spaces. An ongoing dialogue about work is a powerful learning tool that allows for the most interesting product to emerge in a design studio. Consistent communication among peers and staff gives students opportunities to ask questions, borrow ideas, and make proposals, which are developed and discussed amongst members of the academic community. This communication and sharing allows students to develop critical thinking and spatial skills.

The desk tutorial is essential in a design studio. This one-on-one interaction between student and faculty is the primary source of feedback of the student's design process, production, and overall solution. During a desk tutorial, the studio tutor may encourage the student to revise a design solution, pursue one of several iterations, or solve a problem through making. After the desk tutorial, the student should consider the discussed revisions to the project design, incorporate a chosen iteration, or create the suggested model or drawing. In future desk tutorials, the tutor will evaluate changes made to the original design and the student's ability to reflect on suggestions, employ changes, and produce material to advance in the design process.

Time Management: The school encourages its students and staff to maintain balance in their lives. From the perspective of the faculty, "all-nighters" are discouraged, and students should try to complete their work efficiently. Studio requires a significant commitment of time because it is project-based learning. This type of learning is time intensive because, though group and individual instruction is given, learning occurs while students work through a project. Additionally, time management skills, rather than sheer amounts of time, are required to succeed in studio and college at large. Students must not only 'put in the time' but also must use that time effectively. The school recognizes the importance of the clear communication of project guidelines by staff and of the intent behind a project by a student to allow for a thorough investigation. Finally, the school requires the clear articulation of course learning objectives and outcomes such that students may set aside adequate time for work and study.

Design Process: Project-based learning requires intention, process, and production. This type of learning often leads to multiple solutions. Students explore open-ended questions often with no "right or "wrong" answer. The staff encourage students to explore multiple avenues to inform a project. An open attitude will

allow students to adeptly develop ideas and research, the material and graphic quality of the work, and the design within its real-world context.

Collaboration: Collaboration allows valuable insights to emerge through the influx of new and shared ideas in an open and diverse environment. The school recognizes the importance of group work at all levels of design research and development.

Interdisciplinary Study: An architectural education is one in which a student builds from multiple aspects of their education to intelligently investigate a design problem. The school encourages community-based research, design opportunities, and student initiatives within diverse fields. Students will acquire a broad range of skills and experiences, which is becoming increasingly important in contemporary design professions.

Reviews: The school encourages students to further their own understanding of architecture by engaging in an ongoing dialogue through the means of vigorous review. Reviews allow students to view classmates' work, receive feedback and advice, and gain valuable graphic and oral presentation skills. The school encourages respectful discussion of the quality of the design, craft, and argument of a project. Additionally, reviews can occur at different stages during the design process, take on varying degrees of formality, and allow students to receive feedback from different tutors. The final review is at the end of the module and is a formal event. The staff carefully consider course work and schedule in studio and other classes so that students can think clearly and perform well during preparation for and presentation at the final review. A final review, rather than a final exam, serves as an opportunity for the staff to not simply assess a student's understanding of course material but also to disseminate architectural knowledge within a broader framework. The school strongly encourages students to attend all levels of final reviews to maximize exposure to work and inquiry.

Student Professionalism: The nature of studio work requires students to demonstrate a high level of academic dedication and a critical attention to class and studio work. Similarly, meaningful dialogue and productive work sessions in studio demand an environment in which all members of the academic community have mutual respect. Students should work to maintain a workplace that promotes an open, productive learning environment free of harassment and excessive distraction. As an active and shared work environment, studio should be kept clean and orderly.

Staff Development: In the studio environment, the most effective development of students is a result of staff expertise and enthusiasm. The staff serve as an example to students and pursue opportunities in continuing education within the profession and fully engage in the university community. An admiration of architecture and great expertise in design and the profession of staff inspire students. In studio, the staff encourage healthy debate and discussion. Staff and student interaction in studio drives students' design and mode of representation. Staff members have a vital role in navigating a student's path in a design problem, a project, personal development, and professional direction. Staff members offer assistance to

students in order to maintain their personal and academic welfare. Staff also help a student to develop his or her own personal viewpoint, aesthetic, and approach to design and recognizes intellectual and creative diversity as assets and encourage the exploration of each student's strengths that fall within learning expectations.

Review of Studio Culture Policy: The Studio Culture Policy is an evolving document. Students, staff, and administration will revisit it annually and discuss new developments, which might foster a more responsible learning environment. Changes in school and the architectural discipline will remain equal with the values of professionalism and credibility inherent in the school. The School Executive will establish and uphold an effective schedule to review and update the current Studio Culture Policy.

1.1.3 Response to the Five Perspectives

- *A narrative description of the program's response to each of the five perspectives.*
- *A narrative description of the opportunities for student learning and development within the substantially equivalent degree program that are responsive to the five perspectives.*
- *A cross-reference to the five perspectives and the role they play in long-term planning (see Part I, Section 1.4) and self-assessment (see Section 1.5).*

A. Architectural Education and the Academic Community. *That the faculty, staff, and students in the substantially equivalent degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching. In addition, the program must describe its commitment to the holistic, practical, and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.*

The Architecture programme has been fully integrated within UCD since its inception in 1911. In the century since, while the structural configuration of the university itself has repeatedly transformed, and while the entire institution has grown enormously, architecture has maintained a secure and valued position within UCD's academic community. It is acknowledged as a discipline which attracts highly intelligent and motivated students who contribute substantially to the life and reputation of the institution. Its graduates are recognised for their abilities in creative thinking, their disciplinary rigour and their professionalism, a combination which connects with many aspects of the university's mission across the arts, the sciences and the professions.

By its nature, architecture interacts with and draws on other disciplines. Accordingly, at UCD, there is a great deal of collaborative work with colleagues in other schools and colleges. Among UCD's six colleges and 37 schools, the School of Architecture, Planning and Environmental Policy is unique in having been involved in joint ventures of some kind with all colleges in disciplines as diverse as computer science, mechanical engineering, education, psychology, history and art history. These collaborations include research projects and taught modules, and all help to characterise a programme which, while very focussed and vocational, is always open to the wider academic and societal landscape. Studio programmes, seminars and lecture programmes all regularly draw on input from other disciplines and schools, from our neighbours in planning, landscape architecture and engineering to disciplines as diverse as archaeology, computer science, languages and literatures.

This emphasis on inter- and multi-disciplinarity is also evident to students, through their engagement with the UCD's Horizons programme, which affords every student, as an integral part of their education, the opportunity to take electives in any programme. Our students understand that they are part of a large, research-intensive university, encompassing the full range of disciplines. Modelled on the US liberal arts

education, this educational initiative was pioneering at the time of its introduction to UCD in 2005 and is currently being renewed.

In common with many architecture programmes, the School's staffing profile is quite unique within the university, with full-time faculty augmented by a large number of fractional positions occupied by architects in practice. Thus, while participating in the academic life of the university, these staff remain strongly connected to the realities of practice. The taught programmes, and in particular the studio modules, provide a space where they can combine insights and lines of enquiry from both – it allows for a critical engagement with practice, and for research and scholarship to find 'real-world' applications. The appointment of a part-time (50%) Professor of Architectural Design in 2008 gave a new prominence to this area of overlap, highlighting its central importance to the culture of the school. In the period since, there has been a concerted efforts to nurture this territory, with an increasing number of part-time staff taking research degrees, publishing and presenting work and being recognized for their research contribution. The promotion to Full Professor in 2016 of another faculty member, prominent in architectural design, further boosted the profile of this area.

The increased centrality of research to the MArch, and the engagement with research methods and approaches from a variety of disciplines which they encounter through their design and written work ensures that students appreciate the discipline's place within a modern, research-intensive university.

B. Architectural Education and Students. *That students enrolled in the substantially equivalent degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the habit of lifelong learning.*

The School of Architecture is committed to producing graduates who are strongly grounded in their discipline and professional in their outlook, who are prepared to work in complex global environments, whose capacities and skills are adaptable to circumstance and capable of being deployed in rapidly evolving social and economic contexts, but who always have a strong ethical grounding.

We believe we are educating graduates for life, inculcating in them a love of their subject and a desire to continue learning, exploring and expanding their knowledge and abilities. Each year, the graduating class is reminded that, rather than being the culmination of something, graduation is the beginning of the next and equally important journey of development and discovery. This trajectory is inherent in the pedagogy which underpins the programme, based as it is on learning by doing. From the outset and throughout, students are required to harness their imagination to their expanding skills in generating solutions to problems. They are oriented towards action – they assume there is something to be done, and that they are equipped to contribute.

And while emphasis is given to each student's development of an individual trajectory, they are never divorced from the social and professional contexts in which they will operate. Group work is increasingly integral to the programme, as is work with live clients and interest groups. The realities and possibilities of practice are present at every stage, to be engaged with critically.

At Masters level, the emphasis on innovation, investigation and original creative work is underpinned by a due regard for rigor, depth and precision, by a firm foundation in advanced methodologies and skills, and by a close familiarity with the broader disciplinary, regulatory and societal frameworks within which professionals must operate. The expectation is that graduates are able to act competently within a framework of knowledge and a context of understanding.

Over the last two years, as the MArch has become firmly established, a renewed emphasis on research by design has been promoted. Research is understood as a process of investigation, leading to new insights, effectively shared. Students are encouraged to produce work which is ambitious, clear and questioning in its content; fluid, exploratory and purposeful in its method; and provocative, useful and engaging in its outcomes.

Fundamental to the student experience of the MArch is the international dimension. More than 60% of students will spend a semester on exchange with one of an extensive network of European and worldwide partners. This experience is folded back into their work in their second year. An increasing number of international students and exchange students populate the programme in UCD. In addition, many international visitors contribute to reviews and lecture programmes. Although locally rooted, the school is globally connected.

C. Architectural Education and the Regulatory Environment. *That students enrolled in the substantially equivalent degree program are provided with a sound preparation for the transition to licensure or registration. The school may choose to explain in the APR the degree program's relationship with the process of becoming an architect in the country where the degree is offered, the exposure of students to possible internship requirements, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure or registration since the previous visit.*

In Ireland, the title 'architect' is regulated by statute since 2009. The Register for Architects is operated by the professional body The Royal Institute of the Architects of Ireland (RIAI). The RIAI also accredits academic qualifications and has a role in the statutory prescription of qualifications. The required standard for registration as an architect is a five-year qualification in architecture (B.Arch, MArch or equivalent) followed by a professional qualification that incorporates examinations and at least 2 years professional experience in practice (Professional Diploma or equivalent)

Within the European Union (EU) there is automatic mutual recognition of certain professional qualifications, including architecture, for EU citizens. Therefore a graduate of UCD with B.Arch/MArch and

Professional Diploma has automatic entry to the Register for Architects in Ireland and automatic recognition in 27 EU countries (subject to EU citizenship).

UCD has a longstanding 30-credit Professional Diploma programme which is taken by the majority of graduates following a period of two years or more in practice. With the introduction of modularisation, it has become possible to complete the diploma in increments, with some modules being taken much sooner after graduation. In 2013/14 an online version of the diploma was launched with great success, attracting graduates based all over the world.

Students also take modules on professional practice at various stages in their education. The undergraduate BSc has recently added two new modules – a first-year module, Into Practice, which describes the nature of professional activity in architecture and other disciplines, and a new third-year module, Frameworks for Practice, which teaches the various systems, codes, regulations underpinning various aspects of professional life as an architect – from drawing systems to conservation policies. In addition, these various regulatory frameworks are frequently incorporated into projects in the design studio and in technology lectures and studios.

At all levels of their education, students are encouraged to adopt an engaged but critical relationship to the profession. This extends to the MArch where professional ethics and behavior are the subject of a year-one option module and professional practice is taught as a five-credit module in year two.

D. Architectural Education and the Profession. *That students enrolled in the substantially equivalent degree program are prepared: to practice in a global economy; to recognize the positive impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diverse clients and populations, as well as the needs of communities; and to contribute to the growth and development of the profession.*

Students and graduates of UCD are never removed from the realities of practice: they are exposed to it through their teachers in the design studio and other parts of the programme. The projects they are set, the visitors who review them, the buildings they visit, all serve to involve them thoroughly in the culture of architectural practice and of the profession. As outlined above, a critical engagement with the realities of the profession is encouraged. At the same time, the frequent visits by practitioners from Ireland and elsewhere allows a critique of students' work from a professional standpoint.

The larger issues facing the profession – the imperatives of sustainable development, the realities of large-scale rapid urbanization, the need for improved living standards, changing demographics and lifestyle patterns - all form the context for students' design work and inform teaching in other areas of the programme. The research ethos of the MArch demands that students seek to extend and deepen their own

understanding and, by extension, the understanding of the profession in relation to these defining parameters and issues.

Beyond this, issues facing the profession have informed the themes established to inform studio work from year to year. Issues of land-use, of sustainable development, of urban and rural regeneration, of community engagement have all been explored through graduate design studios in recent years. The current housing crisis has prompted the establishment of a three-year cycle of studio projects in year one of the M.Arch, under the general title 'Rising Home'. The work has involved partnering with external organisations. In its first year, this project focussed on questions of land-use and rapid-build. This year, in collaboration with the Peter McVerry Trust for homelessness, the focus has been on reusing vacant buildings to serve a variety of housing needs. A further cycle of work is planned for 17/18.

The first Government Policy on Architecture was introduced in Ireland in 2009, and is currently (summer 2017) in the process of being renewed. Having played a major role in the original shaping of this policy (particularly through the chairmanship of Professor emeritus Loughlin Kealy), the school has continued to engage with and inform the implementation of the policy. In particular it has contributed to major reports on research in architecture and on public engagement.

E. Architectural Education and the Public Good. *That students enrolled in the substantially equivalent degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation, and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.*

The programme's engagement with real issues has been an ever-present feature, but one which has been augmented in recent years through a series of 'live projects' involving students in substantial engagement with communities, interest groups and clients. The first year of the MArch has provided a locus for much of this work, which has also informed a significant number of design theses. Projects have varied in scale, scope and approach, from the strategic re-envisioning of a defunct industrial bog to a close engagement with the community and built fabric of Phibsboro, an inner suburb of Dublin. As interest in these projects has developed, a range of pedagogical methods and approaches have been explored and refined, often in consultation with colleagues in other disciplines.

Modules beyond the studio have also laid an increasing importance on impact, dissemination and engagement. The Disseminating Architecture module in particular involves students in producing exhibitions and publications with a wider reach - including a major exhibition in the City Exchange building in early 2015 - while studio modules have increasingly involved publication and public exhibition among their outputs, notably a recent exhibition in the Chocolate Factory (April 2017) and newspaper publications associated with Rising Home studio.

An engagement with aspects of public policy has long been central to the School's graduate programmes in urban design and in conservation (preservation) and heritage. The School is involved in a good deal of consultation and public engagement on these issues. More recently, the School has informed debate and policy on housing provision. The need to think at this level has played an increasingly instrumental role in the design studio, with the discourses surrounding design activity often playing as important a role in the work as the designed artefacts.

At the other end of the scale, the technology programme has required students to consider how architecture might tackle the demands of environmental performance, not simply through design but also through engaging with the development and testing of new materials. At the same time, through exercises in retrofitting existing buildings, the students understand how buildings operate as complex organisms, impacted by, but also inevitably impacting their contexts. The technology programme has also supported a live-build project for a Dublin charity.

All told, the programme is designed to shift the scale and point of view from students perceive the processes and products of architecture. One moment close up to the fabric of the façade, the next moment considering the strategic development of a townland, the students learn that the architect is required to develop an approach across all these scales in trying to provide the most suitable design solution for the task at hand in a manner which serves society at large.

1.1.4 Long-Range Planning

A substantially equivalent degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision-making.

In 2015, the school produced a strategic plan, in response to the university's Strategic Plan 2015-2020. The 2015 School Strategic Plan added to the Catalogue (4.4.3 Strategy 2015-2020 - School of Architecture, Planning & Environmental Policy - p 208). The plan brought together separately prepared documents from Architecture/Landscape Architecture and from Planning & Environmental Policy in anticipation of the establishment of the enlarged school. This document establishes aims, priorities and targets and it forms the basis for decision-making and immediate planning. It is updated and reviewed annually. The plan covers the ten objectives set out in the university's strategic plan, covering Education, Research and Innovation, International, Resources, Finance, and Performance against KPIs. This plan will be available to the team, and can be forwarded in advance if necessary.

Budget planning follows an annual cycle, although this year the emphasis has been on producing a five-year budget plan. The budget includes cost centres for each discipline within the school. Accordingly, budget planning is conducted by the Head of School in conjunction with the Heads of Subjects. The budget plan aligns with the strategic plan. The current model being used sees 50% of fee income going to the centre, with 10% going to the college and the remaining 40% coming to the school. This system is intended to stimulate growth in income, specifically through international recruitment.

While driven by budgetary matters, the plan encompasses all aspects of the programmes, from student experience to resources and staffing.

The budget and strategic plan are prepared in consultation with the College Finance Manager and accountant, and with the input and approval of the College Principal. Plans and Budgets are approved by University Management Team.

- *A description of the process by which the program identifies its objectives for continuous improvement.*

The programme is in a constant process of revision, updating and improvement. The underlying aim is to produce graduates who are prepared to operate as critical practitioners in architecture and related areas. Thus, the needs and norms of the profession have a strong influence on the nature and direction of the programme. These are codified in the competencies demanded by professional accreditation. So, the accreditation processes (of the RIAI, the RIBA and now NAAB) are key to determining that the objectives for improvement are identified and pursued.

Equally, the views of our peers in architectural education are vitally important. To this end, our external examiners, drawn from Britain and Europe, play a key role in reviewing our programme relative to

international best practice, and in suggesting improvements and changes. A team of four examiners visits annually to undertake a detailed review of the curriculum and to review marking standards.

Within UCD itself, the process of reviewing modules and programmes is sustained centrally, through a module enhancement process which requires that feedback on individual modules be reviewed and necessary changes implemented, through the programme review processes intermittently sponsored by the Centre for Teaching and Learning, and through the University Programme Boards, which oversee any changes to programmes, or new programmes being proposed.

As chief academic officer, the Registrar has instigated a practice of annually reviewing programmes with their Deans, using centrally collated data on student enrolment, retention rates, performance rates as the backdrop for a more open-ended discussion. Led by the Registrar, a major university-wide curriculum review has just been completed, with the main recommendations being implemented from 17/18.

Larger trends in teaching and learning, such as the proliferation of online learning in recent years, and the trend towards 'blended learning' also inform the policy on improvement. The school was among the first to join a university initiative to develop online offerings, with an online version of its Professional Diploma (Part III), offered for the first time in 2013/14, achieving significant success.

- *A description of the data and information sources used to inform the development of these objectives.*

Following from the above, among the data used to inform improvement are:

The competencies required by professional accreditation bodies, and their most recent reports (RIAI 2013, RIBA 2013), offering specific recommendations to be implemented.

The annual reports of external examiners, which will usually contain detailed feedback and specific recommendations.

Student feedback both at module level and at programme and school level is also regularly used to inform the improvement of individual modules, of stages and of the programme as a whole. Some feedback will have emerged through the staff/student committee, and through the student statement required for the RIBA and RIAI visits.

Feedback from employers and graduates is also invaluable. It has occasionally been the practice to invite focus groups to offer their views on our graduates. Most recently, the QA/QI review and the Curriculum Review have both provided opportunities to seek the views of focus groups. These included recent alumni, employers and current students. The results not only fed into the recommendations emerging from these processes, but also informed immediate planning.

It is obvious that reviewing student performance at all levels of the programme, and particularly in graduating years, is central to any improvement policy. A review of results can reveal patterns of poor performance in particular modules, or perhaps a variety of standards of assessment and expectation across different modules at the same stage. These findings can in turn be used to drive improvement and reform.

Other data used for long-range planning is gathered from InfoHub. InfoHub is a portal to a wide range of services enabling UCD staff to manage all aspects of their students, research, human resources and finances. The key services include:

InfoHub Analytics

InfoHub is UCD's primary management information system - linking to integrated data in UCD's data warehouses of HR, finance, student and research information.

Information in InfoHub is sourced from UCD's *integrated* databases. These include:

Database	Information which it contains
Identity Manager	Students, staff and other people connected with UCD along with their university roles and the services they have access to.
Banner	Curriculum, application, registration, fees, assessment and conferring.
eFinancials	Income and expenditure, cost centres, research accounts and procurement.
Core	Personnel, payroll and expenses matters.
RMS	Research proposals and projects.
Salto	Building access information
FacilityPro	UCard Financial Information

Survey & Feedback

The Survey & Feedback System within InfoHub is used for module feedback as well as surveys of the student population - both in total and for targeted groups.

UCD Applications

InfoHub includes a comprehensive applications system which manages online applications for both graduate programmes and scholarships such as *ad astra* and sports scholarships.

Unishare

UniShare is the new CRM capability within InfoHub which provides tracking of contact with and support for students in the university.

UCD Infoview

UCD Infoview is a tool used for end-user reporting in HR, Finance and Registry.

- *A description of the role of long-range planning in other programmatic and institutional planning initiatives.*

The current President developed the Strategic Plan 2015-2020 during the early period of his tenure and is currently delivering on it, while also reviewing and revising as necessary. The plan is comprehensive in its scope and ambitious in its aims. Heads of Schools, as part of the Extended Leadership Group, are involved in bi-annual discussions on aspects of the strategic plan. They contribute through the Heads of School forum, which meets regularly with the President.

As detailed above, the Head of School is responsible for producing the School's Strategic Plan, in line with the institutional plan. The Head of School works in conjunction with the Heads of Subject for each discipline, and with the School Executive.

The policies of the Higher Education Authority (HEA) underpin many of these strategic initiatives and inform UCD's general direction. Of particular importance are its recent reports on the 'Landscape of Higher Education in Ireland' <http://www.heai.ie/content/new-landscape-higher-education>

- *A description of the role the five perspectives play in long-range planning.*

Architectural Education and the Academic Community

As above, UCD Architecture always defines its mission, its goals and its standards in relation to the larger academic context of the university. Beyond the structures, benchmarks and processes put in place to support planning, this larger academic community also constitutes a peer group whose passion for teaching and research and whose commitment to quality acts as a spur to continuous improvement.

Architectural Education and Students

Our students are the constant focus of our plans for development and improvement. All adjustments to and enhancements of the programme are introduced in the hope of allowing our graduates to emerge better informed, better trained and better equipped for practice and ready to operate in the contemporary world. In sustaining a programme which continues to challenge and support students in equal measure, close attention to student performance, and to formal and informal feedback is vital.

Architectural Education and the Regulatory Environment

The regulatory environment which governs the practice of architecture necessarily underpins and informs architectural education. Our programme serves to deliver viable graduates into this environment – hence,

understanding that environment and keeping abreast of changes and developments is vital to our planning. Our many relationships to practice and to policy, through our faculty, our alumni and our graduates, help ensure a continued capacity for the 'close reading' of this environment. The director of our Professional Diploma plays a particularly important role in this regard.

Architectural Education and the Profession

In a related manner, the profession is also integral to the structure and purpose of the programme and to its future development and planning. Our relationship to the professional institutes and our presence on the RIAI's Board of Architectural Education ensure that there are open channels of communication and frequent collaboration between the professional institutes and the school (for instance, the RIAI recently worked with schools to develop a teaching project with Tongji in Shanghai, while the RIBA's policies on research in practice have informed our own activity in this area). The findings and recommendations arising from accreditation visits serve to prompt reflection and are central informative of strategic planning. Using focus groups to explore employees' attitudes to graduates and the school in general is also useful. The school is also mindful of the need to retain a critical relationship to the profession – offering critique and disagreement where necessary.

Architectural Education and the Public Good

In the context of multiple professional and technical requirements determining the shape of the programme, it is important never to lose sight of the larger purpose of architecture, that is to provide designed environments intended people's quality of life and well-being. One of the challenges of strategic planning is to find ways of meaningfully folding these larger aspirations into the programme. In so doing, it can be useful to draw on larger societal imperatives, such as the need to confront climate change or to address the persistence of social inequality. Equally important is a commitment to the more effective and widespread dissemination of the ideas coming out of the school.

1.1.5 Self-Assessment Procedures

- *A description of the school's self-assessment process, specifically with regard to ongoing evaluation of the program's mission statement, its multi-year objectives and how it relates to the five perspectives.*
- *A description of the results of faculty, students', and graduates' assessments of the substantially equivalent degree program's curriculum and learning context as outlined in the five perspectives.*
- *A description, if applicable, of institutional requirements for self-assessment.*

In addition to the self-assessment occasioned by the processes of internal and external examination and of accreditation, the school is also subject to UCD's quality review process. Irish Universities have collectively agreed a framework for their quality review and quality improvement systems, which is consistent with both the legislative requirements of the Qualifications and Quality Assurance Act 2012, and international good practice (e.g. Standards and Guidelines for Quality Assurance in the European Higher Education Area:2005). Quality reviews are carried out in academic, administrative and support service units. The university's implementation of its quality review procedures enables it to demonstrate how it discharges its responsibilities for assuring the quality and standards of its awards, as required by the Qualifications and Quality Assurance Act 2012.

<http://www.ucd.ie/quality/>

- *A description of the manner in which results from self-assessment activities are used to inform long-range planning, curriculum development, learning culture, and responses to external pressures or challenges to institutions (e.g., reduced funding for state support institutions or enrollment mandates).*

In 2015/16, the new School of Architecture, Planning and Environmental Policy underwent a Quality Review under the process outlined above. A Self-Assessment report was prepared and a review panel, including representatives from all disciplines included in the school, visited and made a report. That report, in turn, became the basis for a series of agreed Quality Improvements, which are now beginning to be acted upon. Report available here:

<http://www.ucd.ie/quality/reviewreports/qualityreviewreports/2015-2016/>

- *Any other pertinent information.*

Solicitation of faculty and students' views

Walkabout

The Walkabout is a twice-yearly, day-long critical review of the studio-teaching programme. All teaching staff members are invited to participate in the Walkabout, with the whole day structured around a review of the work on display at the end-of-semester exhibition. Project programmes are presented by teaching staff, the learning outcomes are openly discussed and standards are critically reviewed. Questions of taught content, methods and standards are all addressed.

The Walkabout process ensures that the programme is routinely subject to internal scrutiny and local changes in emphasis can be assessed in relation to the direction of the School as a whole.

External Examiners and Students

External Examiners meet each of the final year MArch students, who present their thesis design for examination. Each thesis student is interviewed by two of the External Examiners. One of those Examiners will have read the student's report in advance of the meeting. The Examiners then go on to hold a general meeting to which all the students are invited.

Visiting boards from the RIAI and RIBA hold closed-session meetings with the students. Examiners and visiting boards report back to the School on student feedback and their recommendations are taken seriously. Examiners have noted many times how the School is open to change and ready to act on their advice.

Staff- student feedback

The Staff-Student Committee is a regular working group, set up to deal with day-to-day issues of mutual concern to staff and students. Students have one-to-one feedback meetings with their tutors as a regular component of mid-semester progress reviews. Students are encouraged to engage in intellectual exchange and discussion of each other's ideas by means of group project work and seminar groups throughout the School. The School is a small and closely integrated community. Staff and students have many opportunities for informal contact at coffee time, public lectures and events. Most full-time faculty operate an open-door policy, being available to students for feedback and follow-up on assignments.

Institutional self-assessment

The school regularly works with the UCD Centre for Teaching and Learning to assess and improve the teaching pedagogy. For instance, early in the life of the current 3 + 2 programme, a review of our first year teaching approach was established - as part of a university-wide 'focus on first year'. Workshops and analysis led to significant revision of the year one programme and benefits in terms of clarifying aims and outcomes of the first degree.

Individual course evaluations

More recently, the curriculum review has allowed for a comprehensive study of modules and programmes across the school. The Review, which reported in March 2016, involved focus groups of alumni, students and employers as well as detailed analysis and feedback from module coordinators. Among the main recommendations emerging were:

- Increased emphasis on business skills
- An integrated approach to improving IT provision and teaching across school
- Varying methods and modes of assessment
- Greater use of teaching technologies
- Embedding Research in Undergraduate learning experience
- Research methods and writing skills
- More integration and creation of pathways between programmes

The Curriculum Review and Enhancement Process Final Report submitted by the Architecture, Landscape, Planning and Environmental Policy Programme Board added to the Catalogue (*4.4.4 Curriculum Review and Enhancement Process - Architecture, Landscape, Planning and Environmental Policy Programme Board - p 251*).

1.2 Resources

1.2.1 Human Resources & Human Resource Development

a) Faculty and Staff

- *A matrix for each of the two academic years prior to the preparation of the APR that identifies each faculty member, the courses he/she was assigned during that time, and the specific credentials, experience, and research that supports these assignments. In the case of adjuncts or visiting professors, only those individuals who taught in the two academic years prior to the visit should be identified.*

Please see below matrices of faculty credentials for the MArch programme for 2015/16 and 16/17

Faculty Credentials Matrix MArch 2016–2017

MODULE COORDINATOR		YEAR 1										YEAR 2										
		CORE					OPTIONS					T. OPTIONS	CORE									
CONTRIBUTOR		ARCT 40010	ARCT 40020	ARCT 40040	ARCT 40050	ARCT 40080	ARCT 40090	ARCT 40030	ARCT 40540	ARCT 40960	ARCT 40100	ATCT 40820	ARCT 40860	ARCT 40180	ARCT 40870	ARCT 40890	ARCT 40610	ARCT 40190	ARCT 41110	ARCT 41120	ARCT 41130	
Name	Summary of expertise, recent research, or experience																					
Arnold, Paul	B.Arch. Dip. Cons. Private practice, Paul Arnold Architects, Architect to major Irish Conservation projects, researches on conservation, energy Efficiency in traditional buildings																					
Boyle, Chris	B.Arch. MRBA, Chris Boyle Architecture, researches on domestic and workplace interiors, furniture																					
Brophy, Vivienne	Deputy Head UCD School of Architecture. Research on truly sustainable buildings, smarter buildings with improved internal environmental quality and resource efficiency. Director, UCD Energy Research Group																					
Cahill, Gerry	AAcsp, MRBA. Principal in GCA Gerry Cahill Architects until , Director of Urban Projects																					
Campbell, Hugh	Dean and Head of School. PhD, UCD. Research on the relationship of consciousness and space, photography of built space and landscape, The conception, experience and representation of space in post-war Europe, The culture of architecture in Ireland																					
Clancy, Alice	B.Arch., Architectural Photographer, research in representation and reality, space.																					
Cody, Peter	Master of Science Advanced Architectural Design, Columbia University. Research published on The City as Archive, Director Boyd Cody Architects																					
Dimond, Will	Partner in Donaghy and Dimond Architects. Research on architecture through practice, inc. competitions and lectures/seminars on learning environments, Material Knowledge																					
Donaghy, Marcus	Partner in Donaghy and Dimond Architects. Research on Material Knowledge, exploring modes of making, drawing and teaching in the transmission and evolution of architectural practice – the autochthonous and the introduced																					

- A résumé for each faculty member of MArch, full-time who taught in the program during the previous two academic years prior to the preparation of the APR.

Please see section 3.2 Faculty Resumés for a résumé for each faculty member as outlined above. .

- A description of the institution's policies and procedures relative to social equity or diversity initiatives, as appropriate.

UCD is committed to equality of opportunity for all staff and students, irrespective of gender, civil status, family status, age, disability, race, sexual orientation, religious belief, and membership of the Traveler community. UCD's [Equality, Diversity and Inclusion Group](#) is a dedicated resource in the University to promote equality and diversity in its activities. The unit provides a range of support and monitoring services including:

Diversity and Equality Monitoring: UCD is committed to maintaining and supporting a policy of Equal Opportunities in employment. To assist in the implementation and monitoring of this policy, data is collected and monitored across the nine grounds set out in the Employment Equality Act 1998 - 2008: gender, civil status, family status, age, disability, race (which includes nationality or ethnic origin), sexual orientation, religious belief, and membership of the Traveler community.

Employee Assistance Programme (EAP): The Employee Assistance Programme (EAP) is a confidential support service provided by Vhi Corporate Solutions, an external provider. It is available to all UCD staff, their family members, and retirees. The EAP provides easy access to confidential counseling and information services dealing with a broad range of issues such as personal, work, financial or legal. <http://www.ucd.ie/equality/employeeassistanceprogramme/> (This link requires UCD Staff Intranet access. We will provide a printed copy to the Visiting board)

Meditation: Meditation is a voluntary, confidential process that allows two or more disputing parties to resolve their conflict in a mutually agreeable way with the help of a neutral third party, a mediator.

Support Colleagues: It is an informal service, where they provide information and support on the informal and formal processes under the UCD Dignity & Respect Policy, on a strictly confidential basis. <http://www.ucd.ie/equality/supportcolleagues/> (This link requires UCD Staff Intranet access. We will provide a printed copy to the Visiting board)

UCD has developed a range of policies with regard to social equity and diversity available here: [UCD Equal Opportunities Policy](#), [UCD Dignity & Respect Policy](#), [UCD Code of Practice for the Employment of People with Disabilities](#), [UCD Mediation Service Policy and Guide](#).

[UCD Employee Assistance Programme Policy](#) (This link requires UCD Staff Intranet access. We will provide a printed copy to the Visiting board)

o A description of the manner in which faculty members remain current in their knowledge of the changing demands of practice and licensure.

Most staff, specifically those involved in design studio, are active at the forefront of practice, and will therefore be aware of the changing demands of practice. Whoever uses the title of Architect must be registered with the RIAI (Royal Institute of Architects Ireland) and undertake a prescribed amount of Continual Professional Development (CPD) training annually. This is defined by the RIAI as “The systematic maintenance, improvement and broadening of knowledge and skill and the development of personal qualities necessary for the execution of professional and technical duties throughout the practitioner's working life”. This means that any member of staff who is also an architect in practice is up-to-date with issues affecting practice including, changes in legislation, Building Regulations, Planning, new material technologies, etc.

Staff can avail of training workshops made available by the Teaching and Learning Unit and by Human Resources. The former will focus on skills, techniques and approaches for teaching, while the latter will cover a wide-range of developmental opportunities.

o A description of the resources (including financial) available to faculty and the extent to which faculty teaching in the program are able to take advantage of these resources.

The supplies and travel budget is the main resource immediately available to support faculty. Incorporated within this are individual conference allowances, of 1400 euro per two years, which each academic is entitled to claim. In addition, a university seed-funding scheme offers support for conference-going, for publication and for ‘horizon scanning’ in new area. Many of the supports available to staff in delivering taught programmes are central, specifically the library, but also the centre for Teaching and Learning etc.

o Evidence of the school's facilitation of faculty research, scholarship, and creative activities since the previous site visit; including the granting of sabbatical leaves and unpaid leaves of absence, opportunities for the acquisition of new skills and knowledge, and support of attendance at professional meetings.

Staff training courses in Teaching & Learning sponsored sessions: UCD's Centre for Teaching and Learning offers a Professional Certificate/Diploma in University Teaching & Learning to all UCD staff. It is part-time with a very flexible duration to encourage faculty members to undertake it. In addition, the centre also offers regular workshops on teaching issues from very general topics (e.g. Small Group Teaching) to specific (e.g. Evaluating Teaching or Assessing Students and Giving Feedback etc). The Centre for Teaching and Learning also supports new faculty by offering specific courses to beginners, for example: Curriculum Development for Beginners or Assessment Strategies for Beginners or Getting Started with Problem-based Learning (PBL) etc. It also offers courses on Continuing Professional Development to all faculty members.

Skills development workshops: UCD Architecture also runs CPD programmes that faculty members can undertake - notably two programmes relating to Housing and the Building Regulations held in 2015. Faculty members are encouraged to attend CPD Programmes. Taught projects often relate to staff's current work in practice or work in research.

School's **Teaching and Learning committee** also organise various workshops throughout the year to the faculty of the school.

Few recent examples: Train the Trainer (30 August 2017)
Virtual Classroom Collaborate Ultra (21/22 September 2017)
Screen-casting / Personal Capture Technologies (3 /4 October 2017)

In recent years, conscious efforts have been made to help staff further their research interests. This has been achieved by a number of means:

Leave-of-absence and sabbaticals: Leaves of absence and sabbaticals have been restricted in recent times owing to budgetary constraints and financial imperatives, however the policy of the university and the school is to facilitate the development of staff's research. To that end, UCD has recently revised and updated its policy on sabbaticals: <http://www.ucd.ie/hr/leaveabsence/>

A rota of sabbaticals for part-time and full-time staff is being put in place. In 16/17, two studio staff combined a one-semester leave of absence with a one-semester sabbatical to take a year away from teaching, to develop new taught programmes and research projects. In 2017/18, a further three staff will take sabbaticals. In two cases, this will facilitate their working with Grafton Architects to deliver the Venice Biennale 2018 exhibition. In the third case, it will be to develop design research.

Among full-time staff, sabbaticals are also being taken with more regularity. For instance, Elizabeth Shotton is currently on leave, using a Fulbright Tech-Impact award to work on laser-survey technologies at UCLA. Previously, Dr O'Kane-Crimmins was Fellow at Dumbarton Oaks Research Library, Harvard University for her project "Revolutionary Landscapes: Ireland, France, and America from 1700–1810". Current Head of School, Hugh Campbell, will take a sabbatical during 2018 to complete a book project and to develop new research projects.

Insofar as possible, research leave during summer months is encouraged, with some staff being involved in fieldwork or lab-work.

Conferences and Symposia: Staff are encouraged to present at and attend conferences. In recent years, the school's presence at major conferences including SAH, EAHN, AHRA, ACSA etc, has improved dramatically. In addition the School has sought opportunities to play host to national and international conferences and symposia, such as the All-Ireland Architecture Research Group conference in January 2015, the Constructing the View symposium in 2014 and a European conference on Photography as Design Method in December 2017.

Staff enrolling in research degrees in UCD and elsewhere. Since the last NAAB visit in 2014, a number of staff have successfully or substantially completed research degrees - Alan Mee has successfully defended his PhD, while Peter Cody has submitted his practice-based PhD for examination. Michael Pike has completed his Research Masters degree. Alice Clancy is working on a Research Masters. Emmett Scanlon, Paul Kenny, Miriam Fitzpatrick and Pierre Jolivet are all currently working on PhDs.

Meanwhile, exhibitions of staff's practice work, and lectures on their work, have been central to the school's programme of activities. Staff work is included in publications and on website.

o A description of the policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.

All appointments are made in accordance with university policy and procedures, as set out in academic regulations. The Head of School works with the school's HR 'partner' on all matters to do with recruitment.

Since 2008, when the current Professor of Architecture and Professor of Architectural Design were appointed, the scope for recruitment had been limited, owing to the severe economic downturn. In that period, despite a number of retirements, the only appointments have been a school manager, three fractional 'additional duties' contracts, and four 30% junior lecturer posts in 2014. More recently, opportunities for recruitment have become more available, albeit usually to replace retiring staff. In the past year two 0.5 Technical Officers and a Lab Attendant have been appointed to replace a retiring Senior Technical Officer. A full-time Assistant Professor in Sustainable Technologies has been appointed, replacing a retiring 0.5 studio lecturer. The school's budget plan anticipates recruitment on modest level over the coming five years, using a combination of savings from impending retirements and projected fee income. Current budget planning processes do not allow hiring outside budget constraints.

The University has recently completed revised its Faculty Promotion Policy and the new system has been in operation for the past year. The old two-stage process in which College-level committees sent recommendations to the UCAATP, (University Committee on Academic Appointments, Tenure and Promotion), has been replaced by a single university-level committee, the Faculty Promotions Committee, which is chaired by the Registrar and comprises ten Full Professors from a range of disciplines (including current Head of APEP). Applications are made online through a rolling system, and with reference to a

Development Framework, which encompasses the dimensions of Research and Innovation, Teaching and Learning and Leadership and Contribution. The views of external assessors expert in the discipline of the applicant play an important part in the review of applications.

Details of the policy are available here: <http://www.ucd.ie/hr/promotions/facultypromotions/>

- *A list of visiting lecturers and critics brought to the school since the previous site visit*

Visiting Lectures and Critics from September 2015 to June 2017

Suzanne Ewing

Elizabeth Hatz

Roberth Harbison

Peter Brunner

Martin Henchion

Giles Bruce

Katherine Atkinson, Create

Ryan Kennihan

Anna Hoffheinz

Tara Kennedy

Mark Shiels

Gary Boyd

Elizabeth Hatz

Suzanne Ewing

Mick Wilson

Jorge Carvalho

Niall Mclaughlin

Bijoy Jain

Philip Christou

John MacLaughlin

Johan Celsing

Robert Mull

Daniel Rosbottom

Marianne Burkhalter
Jan McCullough
Tatjana Schneider
Florian Beigel
Alice Casey
Declan Long
Peter Carroll
Dougal Sheridan
John McLaughlin
Mark Shiels
Tatjana Schneider
Carole Pollard
Laurence Lord
Suzanne O Connell
Nathalie Weadick
Aisling McCoy
Rae Moore
Noreile Breen
Michael Hayes
Jan McCullough

Additional guest critics and lecturers: David Leatherbarrow, Carme Pinos, Niall MacLaughlin, Irene Scabert, Shelley McNamara, Yvonne Farrell, Gary Boyd, Grainne Hassett, Dermot Boyd, Paul Clarke, Michael McGarry, Denis Byrne, Peter Carroll, Gerard Carty, Paul Kelly, Ryan Kennihan, Robert Mull, Tom de Paor, Derek Tynan.

Public Exhibitions 2015–2017

External Exhibition of work made in UCD MArch studio

- *This Must Be The Place (we've waited years to love)* - May 2017, Chocolate Factory, Dublin. An exhibition of work made as part of Out.Post.Office, MArch design unit led by Emmett Scanlon / Laurence Lord (ARCT40040 and ARCT41110)
- *Peter McVerryTrust Empty Homes Conference* - exhibition of work in progress by UCD M.Arch Year 1 (ARCT40050) students March 2017, Croke Park Conference Centre Dublin.

- *Rath* - January 2016, Gaelaras, Derry. An exhibition of work by M.Arch Year As part of Landscape as Infrastructure, thesis design unit led by Mary Laheen and Aoibheann Ní Mhearain (ARCT 41110) Internal (but publicly advertised) Exhibition of work made in UCD MArch studio
- *Rising Home I* (ARCT40050) UCD M.Arch exhibition as part of the inaugural UCD Festival June 2016
- *Rising Home II* (ARCT40040) UCD M.Arch exhibition of housing design (Community) December 2016-January 2017
- *Rising Home III* (ARCT40050) UCD M.Arch exhibition of housing design (Reuse) May 2017-June 2017 (as part of SHOW UP)

b) **Students**

UCD Architecture offers a three year pre-professional degree, BSc in Architectural Science (Hons) with 180 ECTS (90 US semester credits) and two year professional degree in MArch (Substantial Equivalency candidate) with 120 ECTS* (60 US semester credits) programme.

1.Admission requirements for direct entry to two year MArch - 120 ECTS* (60 US credits) Programme:

UCD Candidates: Progression requirement from BSc (Architectural Science) to MArch: Minimum degree award GPA 2.8 (mid 2H2) for automatic progression. Students who do not achieve a GPA of 2.8 will be offered an interview to assess their suitability to progress.

External Candidates: Minimum degree award of GPA 3.08 (2H1 or equivalent) in a Bachelor's level Architecture Degree or another approved equivalent degree with a minimum of 6 semesters of architectural education, subject to interview and portfolio review. (*See 2.3 – Evaluation of Preparatory / Pre-Professional Education – Page 110*)

2.Admission requirements for MArch Pathways programme leading to two year MArch Programme:

This is an entry route for applicants who do not have the BSc (Architectural Science) degree from UCD or an equivalent degree to fulfill the direct entry criteria for the Master of Architecture Degree Programme (MArch). To enter the MArch Pathway programme, suitable applicants will be required to go through an interview process and to submit a portfolio to demonstrate their interest in the field of Architecture. Following the outcome of the interview process, the applicant will agree to undertake an individual curriculum of up to **120 ECTS*** (45 US credits) from the existing modules of the BSc in Architectural Science (BHARCH001) degree. Negotiated Learning Agreement with the School on individual basis will determine these modules. Students must successfully complete all required modules to be eligible to progress to the two years Master of Architecture Degree Programme (MArch).

3. Admission requirement for three year Pre-Professional BSc in Architectural Science degree - 180 ECTS (90 US credits) :

[The Central Applications Office](#) processes applications from European students for undergraduate courses in Irish Higher Education Institutions (HEIs). The Central Applications Office manages admission to the pre-professional BSc in Architectural Science Programme. Non EU students can apply directly to UCD. Further information on admission requirements for the pre-professional degree programme BSc in Architectural Science (Hons) is on the following link: <https://myucd.ucd.ie/course.do?courseID=70>

In advance of their final secondary school exams (the Leaving Certificate), students submit applications to the CAO, setting out their preferred third-level courses. Each course will have a minimum level required for entry, calculated in points based on performance in the final exams. As demand for courses increases, the required number of points tends to rise, and vice versa. In recent years, the minimum points required to study architecture has been around 510(out of a possible 625). Statistics on entry levels, numbers of preferences etc are available to the school from the Admissions Office. The school plays no direct role in this enrolment, other than establishing overall numbers, and quotas of students to be enrolled via special routes, including international students, mature students and students with social and economic difficulties.

Further information:

All applications to UCD must comply with the general regulations of the university:

<http://www.ucd.ie/governance/resources/policypage-academicregulations/>

Submitting an application, admissions requirements, admissions decisions procedures :

<http://www.ucd.ie/registry/admissions/apply.html?show=submitapp>

Student diversity initiatives:

<http://www.ucd.ie/all/>

<http://www.ucd.ie/equality/>

<http://www.ucd.ie/international/>

<http://www.ucd.ie/international/olducdglobal/global-community/>

Scholarships and Funding:

<http://www.ucd.ie/international/study-at-ucd-global/coming-to-ireland/scholarships-and-funding/gt-scholarships-and-funding/>

UCD Graduate Studies website may be able to provide you with further information:

<http://www.ucd.ie/graduatestudies/prospectivestudents/>

- *A description of student support services, including academic and personal advising, career guidance, and internship placement where applicable.*

Student Support Services

UCD offers an extensive range of student support services, from health services and counselling to financial assistance and career advice. The full list of available services can be found here:

<http://www.ucd.ie/students/studentssupport.html>

Key student support services are described below.

Academic Support

- UCD library offers a range of key academic support services these include, a dedicated college librarian liaison, courses, online tutorials and training. The college librarian liaison can help students to locate information for assignments, offer training in the use of databases and e-resources, highlight up-to-date information on new research, explain how to cite correctly and avoid plagiarism. http://libguides.ucd.ie/ld.php?content_id=31108329
- UCD Access & Lifelong Learning delivers a range of post entry student supports to facilitate students to become independent learners and actively engage in university life. <http://www.ucd.ie/all/supports/>
- UCD Access Centre also offers a range of services to support students with disabilities, including: dyslexia screening service, advice on managing disabilities, exam accommodation and assistive technology. <http://www.ucd.ie/all/supports/disabilitysupport/>

Personal Support

- **Student Counselling Service:** UCD offers a free and confidential service staffed by professionally qualified psychologists and counsellors. It aims to provide easily accessible support for students when personal issues arise that affect their happiness, well-being, capacity to cope, relationships or learning. <http://www.ucd.ie/studentcounselling/>
- **Student Advisers :** Student Advisers are available to discuss any issue that may be troubling a student. Student Advisers operate an open-door policy so students can just drop in at any time for a confidential chat. Each of the five colleges in the university has a dedicated student adviser. The adviser for the College of Engineering and Architecture is Colleen Doyle Student Advisers are also available to represent the interests of a student to University authorities and staff if necessary.

Careers Support

- UCD has a dedicated Career Development Office on main campus which is open to all students to gain support, information and advice with regard to post-university careers. The Careers office offers a wide range of services: students and recent graduates (up to two years after graduation) can book a 20 minute one-to-one appointment with a Career & Skills Consultant to talk about anything career related. Students and graduates can also book a CV/Application review appointment or a general 'Quick Query' appointment. In addition the Careers office offers a Career Information Library, and a series of Career Workshops during the academic year.
<http://www.ucd.ie/careers/>
- **Professional Diploma Presentation:** Every year a presentation is given by Orla Hegarty, Course Director for the Professional Diploma (Architecture). This postgraduate programme is the final professional examination for architectural graduates leading to entry to the 'Register for Architects' in Ireland. This presentation offers information and advice to students in the final year of the MArch program on how to progress with the next step towards registration – completing their part III.
- **Year-Out:** Students who have completed their BSc in Architectural Science at UCD are encouraged to take a 'year-out' to work in an architecture office to gain practical experience, broaden their outlook and deepen their knowledge of architecture before starting the MArch degree. While it is not a compulsory part of the educational program, the UCD Architecture encourages the year-out option and considers it an important part of the students' education.

Academic Career Support

- Final-year students in the MArch programme who show an interest in pursuing an academic career or further research are encouraged to consider undertaking a Masters or PhD in UCD or, if more appropriate to their interests, in other universities. Funding for postgraduate research is very limited. An annual application process to the Irish Research Council is highly competitive, with fewer than one in five applicants being funded. The UCD Research Office runs a series of workshops and provides information to support students who wish to apply for IRC funding. The Graduate Studies Office also offers advice for prospective graduate students, along with further funding information.
- **Continuing Scholarship Presentation:** The school organised an information event outlining options for further study at the School of Architecture, Planning and Environmental Policy through graduate taught and research programmes.
Taught: <http://www.ucd.ie/apep/study/graduatetaughtprogrammes/>
Research: <http://www.ucd.ie/apep/study/graduateresearchprogrammes/>

- **PhD Scholarship:** Since its centennial year, when it established centennial scholars, the school has offered a limited number of scholarships (currently fees only) to support doctoral studies in areas of existing and emerging research strength.

- *Evidence of the school's facilitation of student opportunities to participate in field trips and other off-campus activities*

To facilitate student participation in off-campus activities, the weekly class schedule is constructed so that students have Thursday free from regular lectures and studio. This applies to the BSc in Architectural Science and the MArch Program. Additionally two weeks of the academic year are scheduled for 'Fieldwork/Study period'. This period occurs during the spring semester, usually in March.

The MArch students also have the opportunity to participate in the Erasmus programme and study at a partner architecture school overseas. The Erasmus programme is described further in section 2.2.2 Professional Degrees and Curriculum.

In addition students undertake a number of international and national field trips:

- As part of the first year in BSc(Arch), students are brought around the campus and into the city on sketching trips. The aim is both to develop observation skills, and the ability to record visual information. Students are encouraged to sketch freely and to keep sketchbooks, which can become a source of reference. The subjects of the sketches are chosen to highlight certain key themes, such as proportion, space in perspective, light, materials and foliage. Underlying this is the view of drawing as a primary means of research; in the words of John Berger: *Drawing is discovery...a line is important not so much because it records what you have seen, but because of what it will lead you on to see.*
- First-year students also go on a field trip to Rome in the first semester, where they study a series of interior spaces, of which they have previously made study models.
- Second year students undertake a field trip to a European City where the brief is to visit, observe and record a particular place, its architecture and context through the study of exemplar buildings. Barcelona and Lisbon have been visited recently. When the Venice Biennale is running, the trip is often to Venice, Specific urban typologies - usually housing - form a particular focus for these trips, which inform housing design in studio. Before the trip the students study buildings on the itinerary, making models of these and gathering and collating information to share with the travelling group. Notebook, photographs (for which there was a lecture), models and surveys are the material made from the trip.
- MArch studio modules often entail field trips or repeat visits to specific contexts and communities. For instance, specific landscapes around Lough Shilly and Derry City, Clare Island, Bantry House, Roundstone in Connemara and Mulranny in Co. Mayo. Each location is selected in order to enable

the students to engage with the specific place but of more relevance is their engagement with local community groups and individuals who helped inform their understanding of the contexts in which they were working and also helped them with their design projects. Some locations -for instance Mulranny - become the subject of repeat visits over years in order to allow more sustained engagement with community groups and development projects.

- *Evidence of opportunities for students to participate in professional societies and organizations, honor societies, and other campus-wide activities.*

UCD Societies: UCD has over sixty student societies, with membership open to all students. Societies range from the Acturial and Financial Society to Traditional Music Society. The full list of societies is available here: <https://societies.ucd.ie/societies/> (This link is not working properly, but worked when copied and pasted). We will provide a printed copy to the Visiting board)

ARC SOC: The Architecture Society is one of the many UCD student societies. It is run by architecture students for architecture students. It organises social events throughout the academic year, the main event is the annual architecture ball, followed closely by the architecture soccer tournament; the Richview Cup. The society also organises an annual architecture trip to a European city. <https://societies.ucd.ie/architecture/> (This link is not working properly, but worked when copied and pasted). We will provide a printed copy to the Visiting board)

Over the years architecture students have been particularly involved in UCD Volunteers Overseas, and were instrumental in the establishment of this group, under the leadership of Fr Tony Coote, who was chaplain to the architecture programme at the time. UCDVO offers students, staff and alumni with opportunities to volunteer for the benefit of disadvantaged communities overseas. Architecture students have volunteered on many building projects including in New Delhi and Haiti. <http://www.ucdvo.org/>

UCD Sport: UCD boasts an extensive range of sporting facilities available to students, including the new UCD Sport & Fitness complex, incorporating an Olympic-sized 50-metre pool and gym, twelve natural grass playing pitches, hockey pitches, climbing wall, tennis courts, squash courts and sports halls. There are almost sixty sports clubs available to students from team sports and adventure sports, to water sports and fitness classes. The full list of sports clubs is available here <http://www.ucd.ie/sport/clubs/clubslist/> and facilities here <http://www.ucd.ie/sport/facilities/>

UCD Student Centre: UCD Student Centre is housed in a dedicated building on the main Belfield campus. The centre provides space for clubs and societies as well as, essential student services such as the student health centre. It includes the Clubhouse (student bar), UCD cinema, shops, restaurants, a pool room, the DramSoc Theatre, and a number of lecture theatres, seminar rooms and offices. <http://www.ucd.ie/studentcentre/>

RIAI: The Royal Institute of Architects Ireland is the professional and regulatory body for architects in Ireland. Students of Architecture who are currently enrolled in, or on a year out from, qualifications which

are currently accredited by the RIAI or currently listed in Annex V.7.1 of Directive 2005/36/EU are eligible for Student membership of the RIAI.

<https://www.riai.ie>

https://www.riai.ie/admissions/student_membership/

Irish Architecture Foundation: The Irish Architecture Foundation was established in 2005. Its stated vision is to 'deliver a programme that is topical, important and essential from both an international and national perspective: to be aware of and reflect the critical thinking in architecture practice, academia, research and education; to encourage initiatives which push the boundaries on definitions of architecture and its effect on society, culture and community.' The IAF runs an extensive programme of events including; exhibitions, talks, film screenings, symposia, competitions, publications, school and community workshops. Most of the events are free and open to the public, there are also a small number of special members' events. The IAF has collaborated with UCD Architecture on a large number of events and initiatives over the years, from Open House to the Space for Learning schools programme.

<http://www.architecturefoundation.ie/about/>

AAI: The Architectural Association of Ireland was founded in 1896 'to promote and afford facilities for the study of architecture and the allied sciences and arts, and to provide a medium of friendly communication between members and others interested in the progress of architecture'. The AAI has a track record of inviting interesting and progressive architects, from Ireland and abroad to participate in its public lecture series. It also offers a programme of site visits to often high-profile building projects, in Ireland and further afield, such as to O'Donnell + Tuomey Architects' London School of Economics Students' Centre in London. In addition the AAI runs an annual awards scheme, publishes the journals *Building Material* and *New Irish Architecture*, which is an annual publication on award-winning architecture. Student membership is at a reduced rate of €20, this gives free entry to all AAI events. Students are actively encouraged by tutors to attend AAI events, posters for lectures are posted in the school.

<http://architecturalassociation.ie/membership/>

- *Evidence of support to attend meetings of student organisations and honorary societies.*

First year BSc students are encouraged to attend 'Freshers' Week'; a yearly fair where UCD societies canvass for new members. Posters advertising ArcSoc's events are put up around the school and students are actively encouraged to attend. All architecture students are encouraged to attend ArcSoc events. To facilitate student participation in student organisations and honorary societies as well as off-campus activities the weekly class schedule is constructed so that students have Thursday free from lectures and studio.

- *Evidence of the school's facilitation of student research, scholarship, and creative activities since the previous site visit, including research grants awarded to students in the substantially equivalent degree program, opportunities for students to work on faculty-led research, and opportunities for the acquisition of new skills and knowledge in settings outside the classroom or studio.*

RIAI Scott Tallon Walker Student Excellence Award

Replacing the long-standing Travelling Scholarship competition in 2016 (a competition between level 4 students in Irish schools of architecture), this new award, now in its second year, was established to recognise the work done by students in their final year of study. Entries from all five architecture programmes in Ireland were received in its inaugural year and the competition will run again in 2017.

http://www.riai.ie/education/riai_scott_tallon_walker_student_excellence_award/

Opportunities for students to work on faculty-led research

- **Concrete Research:** The Concrete Research module (ARCT40950, previously ARCT40060) is offered to students in the first year, second semester of the MArch programme as part of a suite of technology options. Within this module students engage with current research in the field of concrete construction on issues related to environmental profiling, thermal conductivity and other performance attributes. Students undertake, in groups, applied research in the course including testing of the concrete mixes and/or assemblies developed. The work of each class is added to a concrete research database and used to inform the structure and focus of the subsequent year. Typically offered in alternate years. Led by Dr. Elizabeth Shotton, Head of Innovation and Research.
- **Irish Timber & Sustainability Research:** The Irish Timber & Sustainability module (ARCT40970, previously ARCT40060) is offered to students in the first year, second semester of the MArch programme as part of a suite of technology options. Within this module students engage with historic trends in timber production and use in Ireland and current research in the field of timber design. Specific research is undertaken by students on particular timbers available in Ireland, addressing issues of environmental profiling, assembly and disassembly, reuse and other performance attributes. The work of each class informs the structure and focus of the subsequent year. Typically offered in alternate years. Led by Dr. Elizabeth Shotton, Head of Innovation and Research.
- **Landscape History; Harbours Survey; Twentieth-century Dublin** Through their dissertation research, students have built upon and contributed to, research projects being conducted by faculty members and post-doc researchers. In 2015 and 2016, students researched topics related to Elizabeth Shotton's Minor Harbours survey project. In 2016, students researched demense landscapes related to Professor Finola

Design Studio Research

In recent years, a number of design studios produce work which connects to ongoing research projects and public initiatives. The emphasis is on giving students opportunities to give their work a life and an impact beyond the program, whether through exhibition, through contributing to research projects or through other forms of engagement.

In 2015, Orla Murphy worked with the Mulranny Community Futures project on a Geodesign workshop with Professor Carl Steinitz (Harvard GSD) and students of MArch1 to produce future visions for Mulranny and its surrounding landscape.

<http://www.ucd.ie/apep/research/urbanruralsettlements/>

Between 2015 and 2016, a thesis group entitled Landscape Infrastructure, led by Mary Laheen and Aoibheann NiMhearain explored the landscape and settlement of Lough Swilly near Derry, and this work was exhibited in An Culturlann in Derry in 2016.

In 2015, a thesis group led by Marcus Donaghy and Will Dimond produced work focused on Clare Island, off the coast of Co. Mayo. This work was later exhibited for the local community.

In 2016/17, Marcus Donaghy and Will Dimond led a thesis group looking at the development of 'the Metals' walkway in Dun Laoghaire/Rathdown. This work will be exhibited in DLR/Lexicon library in 2017.

In 2016/17 Emmett Scanlon and Laurence Lord worked with a group of thesis students on projects based in the Dublin suburb of Phibsboro, in collaboration with the Phizzfest community group, and with students from the Hochschule Luzern. This work was exhibited in Dublin 1 and directly informed discussions about future developments of key sites in the area.

Between 2015 and 2017, Sheila O'Donnell and John Tuomey have led thesis groups looking at an archive for the writer Tim Robinson in Roundstone, Connemara, the redesign of the Abbey Theatre in Dublin and the creation of a new music venue for the Bantry House music festival. Each project was based on current briefs and planned projects. In each case, students liaised with the clients and stakeholders and presented their finished work.

From 2015/16, the MArch 1 design studios has focussed on Housing, under the title RisingHome. The title refers to the centenary of the Easter Rising in 2016, and the need for a renewed commitment to providing good-quality housing to the citizens of Ireland. Led by Orla Murphy and Emmett Scanlon, this initiative will unfold over three years and involves working closely with a range of partners and stakeholders. The work is exhibited and a website and newsletter produced.

Within UCD, current research projects in social policy and planning have fed into the studio projects. In 2016/17 a partnership with the Peter McVerry Trust – a homeless charity – was established, resulting in extensive collaboration. Two UCD students are currently working with the Trust. In semester two of 2016/17, the survey of vacant sites produced through the EU-funded Turas project formed the basis for the housing reuse studio.

http://www.turas-cities.org/uploads/biblio/document/file/655/8_TURAS_Vacant_Sites_Mapping.pdf

https://www.facebook.com/pg/UCDArchitecture/photos/?tab=album&album_id=588785967991893

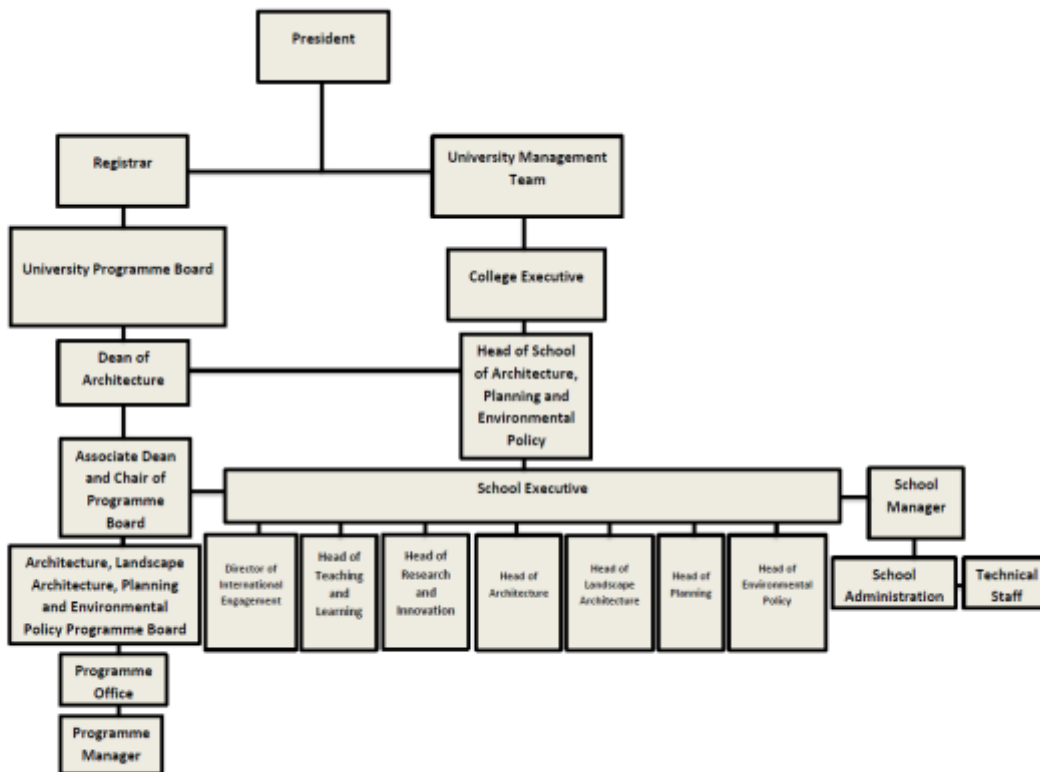
In 2017, a summer school looking at the relationship of Dublin Port to the city of Dublin established a new relationship with the Dublin Port Company and the Port Perspectives initiative, which is planned to become the basis for a series of design and research initiatives for the period 2017- 2020.

<https://www.facebook.com/UCDArchitecture/posts/668385046698651>

<http://www.dublinport.ie/news/artists-bring-new-perspective-port-city/>

1.2.2 Administrative Structure & Governance

- A description of the administrative structure for the program, the academic unit within which it is located, and the institution.
- A description of the program's administrative structure.



- A description of the opportunities for involvement in governance, including curriculum development, by faculty, staff, and students in the substantially equivalent degree program.

UCD's academic and administrative structure puts two distinct leadership roles in place for the Architecture programme.

One is the **Architecture, Landscape, Planning and Environmental Policy Programme Board (ALPEP PB)**, which is responsible for the governance of the MArch Programme including the curriculum. It reports to the University Programme Board and to the Academic Council and is responsible for the design,

development, regulation and quality, and for overseeing the delivery of the programmes under its remit. The Associate Dean of ALPEP chairs the Board.

The ALPEP Programme Board is also responsible for monitoring the overall performance of students registered to these programmes, including Erasmus, Exchange and Occasional Fee Paying students, monitoring their progression and ensuring their academic welfare. It also recommends the structure and content of these programmes, and any regulations or policy which govern them, and makes decisions or recommendations regarding the admission, progression, continuation and graduation of students registered to these programmes. The Composition of the ALPEP PB includes representatives of the faculty and of the student body as well as representatives from College and other parts of the University. Please see catalogue section 3.4.4 (c) for details of members of the Architecture Programme Board for 2016/17. The Terms of Reference to the ALPEP PB could be found here: http://www.ucd.ie/registry/academicsecretariat/docs/tor_alpep.pdf (This link requires UCD Intranet access. We will provide a printed copy to the Visiting board)

Another important body involved in school's governance and the development is the Staff / Student Committee (SSC). The Architecture SSC was the first Staff / Student Committee in UCD, formed in 1969 in response to student 'unrest' at the time (SSCs have since gone on to become standard practice within UCD). Students are represented by at least two elected representatives from each year of the MArch degree (Substantially Equivalent candidate) and the BSc in Architectural Science (Pre-Professional degree). The Chair and Educational Secretary from ArcSoc, also attend SSC meetings. A Student representative chairs the committee meetings. The Dean, the Associate Dean, faculty and staff representatives attend these meetings regularly. The SSC meets monthly to discuss student issues including Curriculum, delivery of Modules as well as the school facilities and student welfare.

In addition the Architecture SSC, the School Staff / Student Committee meets in regular basis to discuss school wide issues including facilities etc. This committee is chaired by the Associate Dean of ALPEP and represented by the faculty from all disciplines and the student body from all degree programmes as well the ALPEP Programme Office. This committee reports directly to the ALPEP Programme Board and seen as a sub-committee of this Board.

• *A list of other degree programs, if any, offered in the same administrative unit as the substantially equivalent architecture degree program.*

In addition to the Masters of Architecture, MArch, the following degree programmes are currently offered and under the remit of the Architecture, Landscape, Planning and Environmental Policy Program Board:

Taught Programs:

Architecture:

BSc in Architectural Science

Masters of Architecture (Pathways)

Professional Diploma (Architecture)

Continuing Professional Development (CPD)

Masters of Architectural Science in Sustainable Building Design & Performance

Landscape Architecture:

BSc (Landscape Architecture)

Master of Landscape Architecture

Master of Landscape Architecture (Pathway)

Masters of Architectural Science in Landscape Studies

Planning and Environmental Policy:

BA in Planning, Geography & Environment

Master of Urban & Regional Planning

MSc Environmental Policy

Grad Dip Environmental Policy

MSc in Urban Design & Planning

Research degree programmes:

Masters in Urban and Building Conservation

Masters in Urban Design (MUD)

Masters (by Research)

Doctorate of Philosophy (PhD)

1.2.3 Physical Resources

UCD's main campus is located in suburban south County Dublin at Belfield.



The School of Architecture, Planning and Environmental Policy is located at Richview, a ten-minute walk to the west of the main Belfield campus and a two-minute walk to the Civil Engineering and Landscape Architecture buildings (51, 52, 53 on the map below). A large version of this map is available [here](http://ucdestates.ie/csbooking/ucd-maps/): <http://ucdestates.ie/csbooking/ucd-maps/>






Belfield campus is the main campus of the University. The site was first occupied and developed in the 1960s when the university began the move out of Earlsfort Terrace in the city centre. The main campus now houses the seven colleges which make up the university, including Business and Law, Health Science, Human Sciences, Engineering and Architecture, Arts & Celtic Studies, Agriculture, Food Science and Veterinary Medicine, College of Science. Since the 1960s the campus has been intensively developed and includes many new faculty buildings. In addition it also contains the main James Joyce library, administration and registry, the Student Centre, the Sports Centre and playing fields and various cafés, restaurants, bars and shops. Further information on planned improvements and developments to main campus can be found here <<http://www.ucd.ie/campusdevelopment/>>

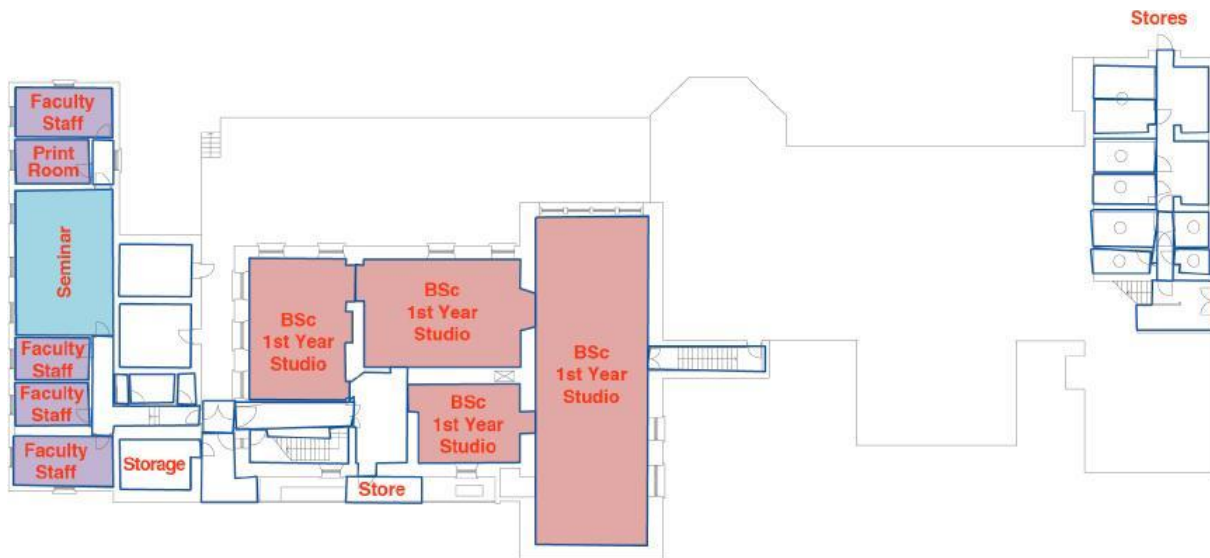
Richview campus comprises seven buildings around a central open quadrangle.



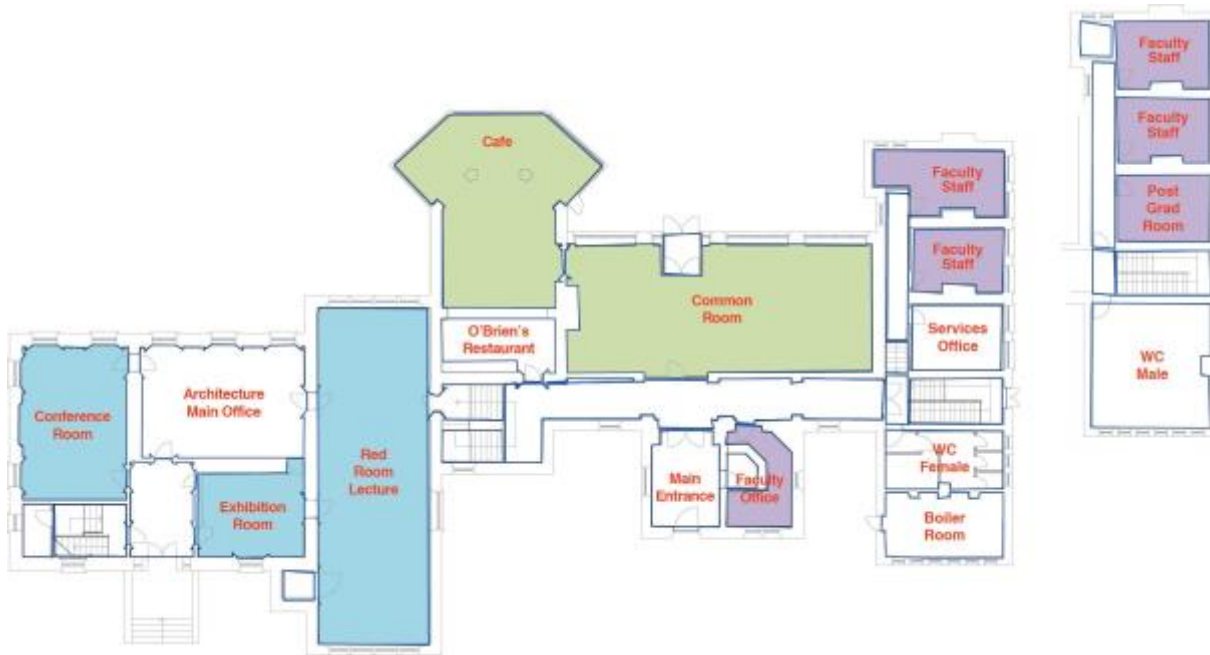
Plans of Richview Buildings

-  MArch Studio Spaces
-  BScArchSc Studio Spaces
-  Large Lecture Spaces

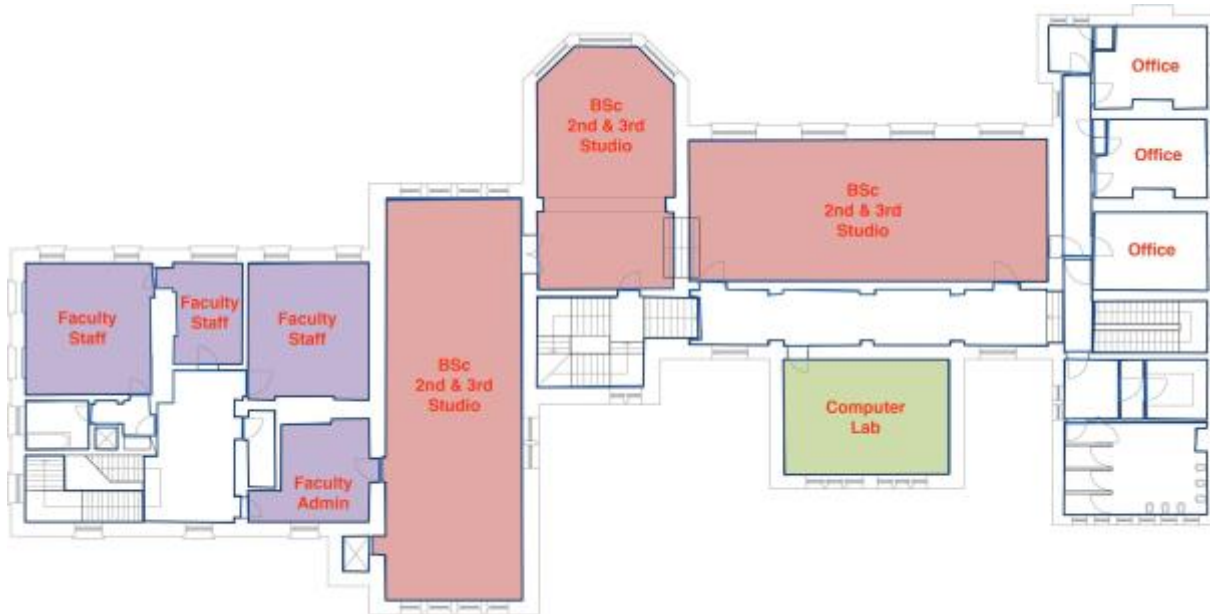
Un-coloured areas include seminar rooms, smaller studios, and faculty offices and research spaces.



Richview Main Building – Lower Ground Floor



Richview Main Building – Ground Floor



Richview Main Building – First Floor

Richview Main Building – Second Floor:

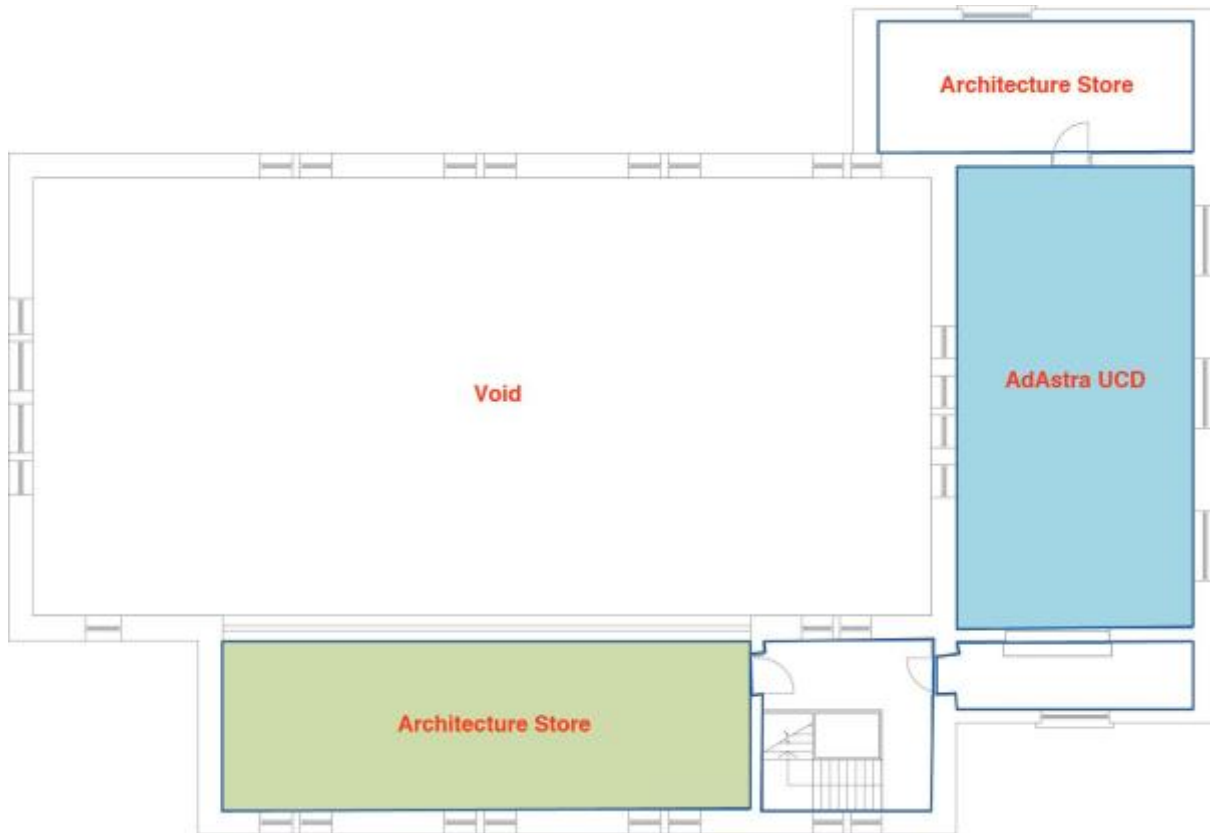


Memorial Hall – Ground Floor

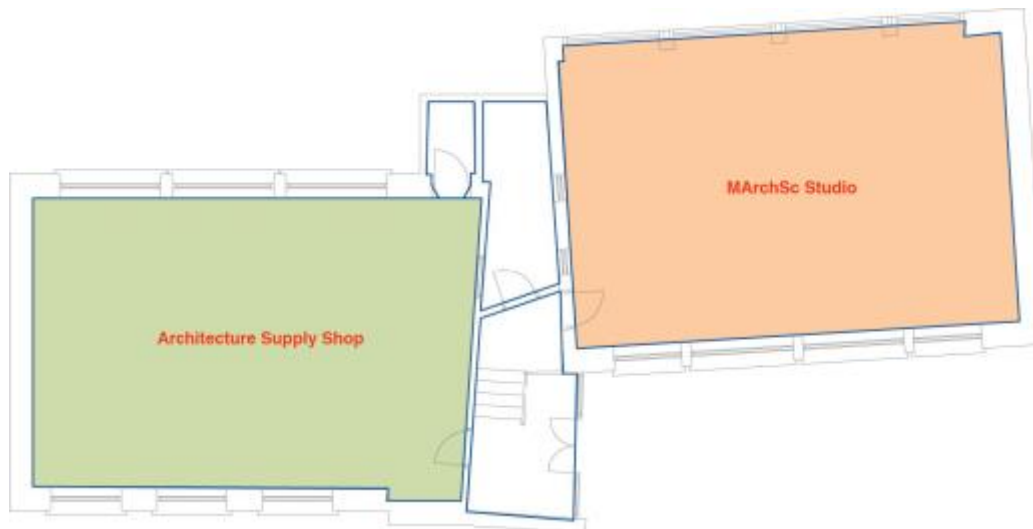


* The Memorial Hall is the proposed location for the NAAB Team Room.

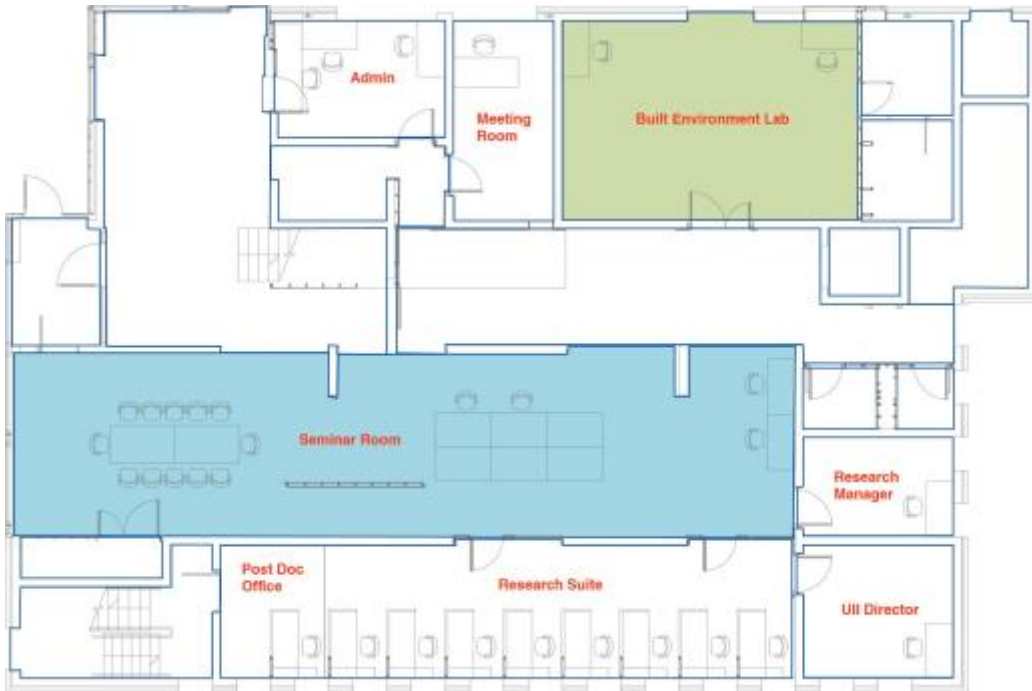
Memorial Hall – First Floor



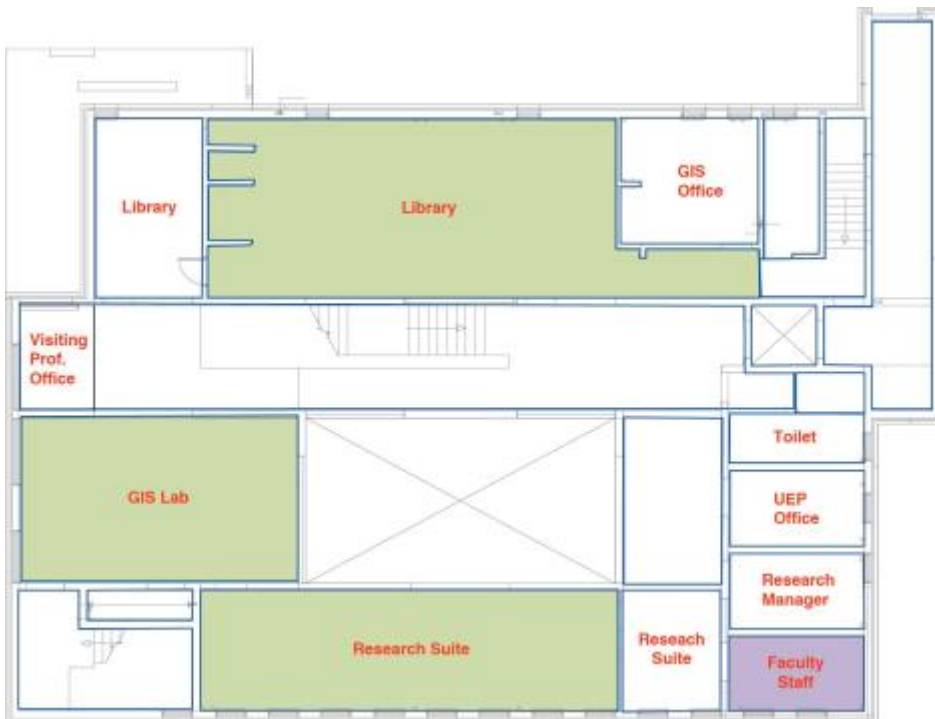
Richview Shop Building



APEP Research Building – Ground Floor



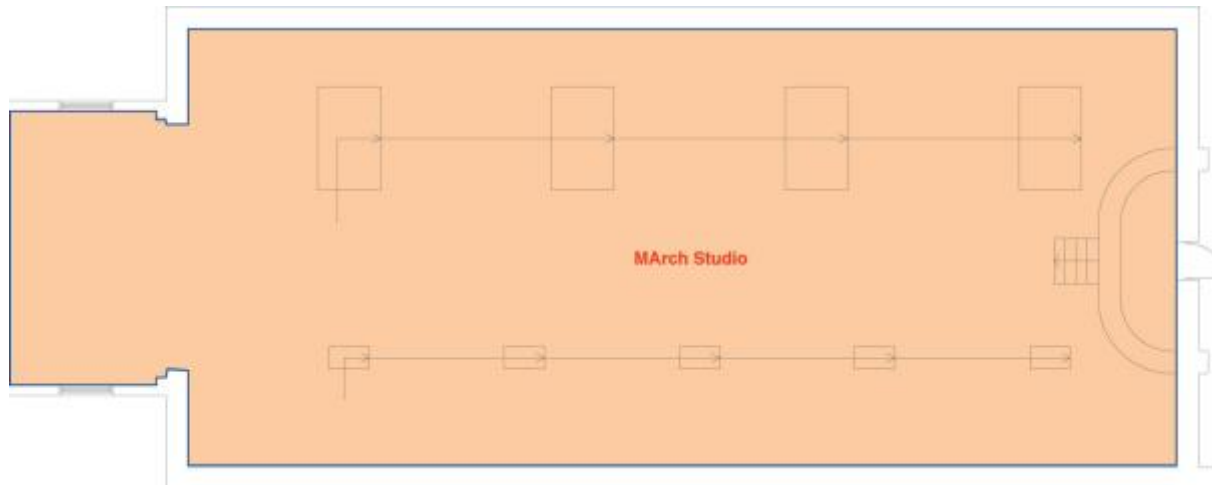
APEP Research Building – First Floor



Richview Library – Ground Floor

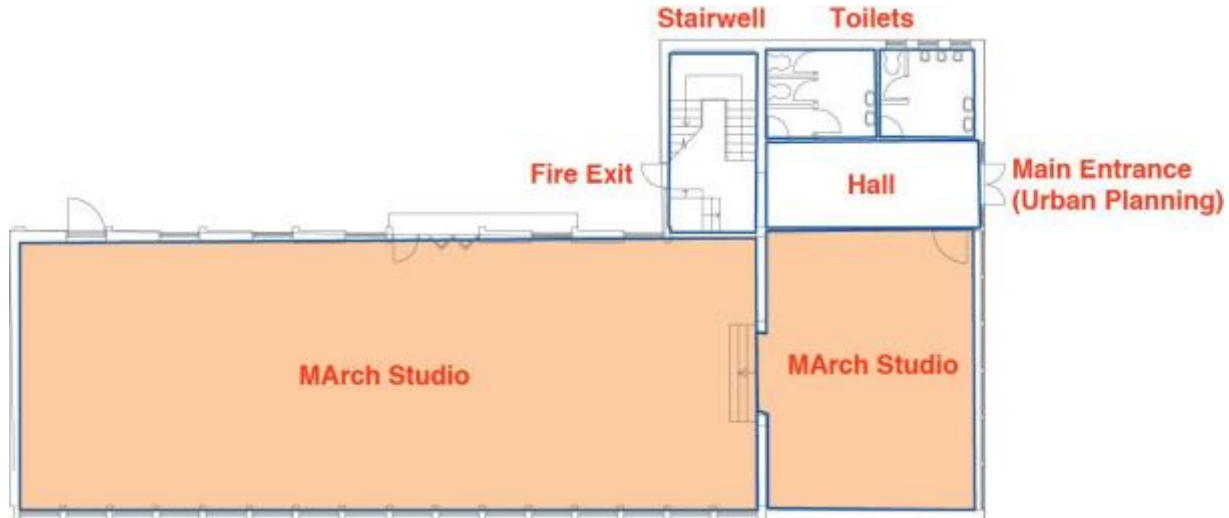


Richview Library – First Floor

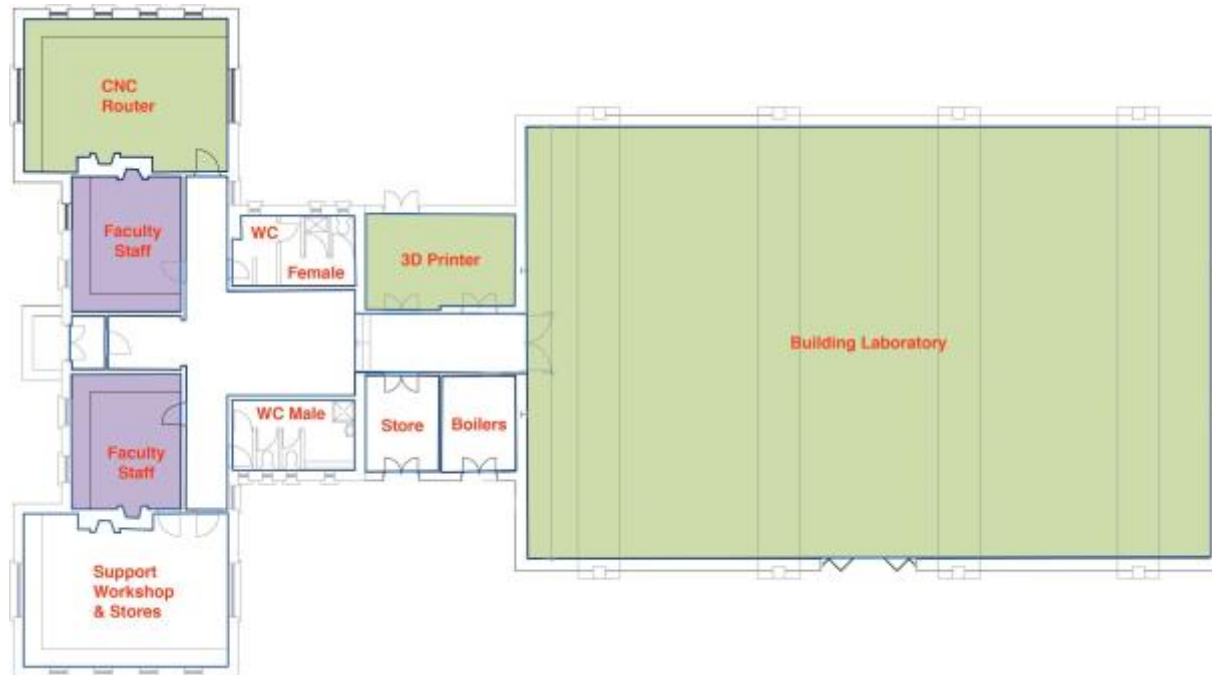


Planning & Environmental Policy (PEP) Building – Ground Floor

The PEP building is largely occupied by the School of Geography, Planning & Environmental Policy, however the ground floor shared with the School of Architecture.



Building Laboratory & Workshops



Description of Physical Space

Studio space is an important and well-used resource at Richview. Undergraduate students have their studio in the main Richview building, while the MArch graduate students have studios across the quadrangle in the Planning and Environmental Policy building and above the library. Each student has a large trestle table

for the year, with lockers, shelving and drawing drawers for storage. The studio space provided encourages a collegiate, creative and supportive environment.

The spillover spaces adjoining the studios are used for informal interim crits, which allows for interactive learning on an intimate scale. The Memorial Hall and Red Rooms are used for final and more formal crits, as well as lectures and exhibitions. In addition smaller rooms such as the Boardroom, in the main Richview Building provide round-table space for seminar sessions with small groups of students. For larger lecture modules, the School uses a lecture theatre in neighbouring Newstead.

As can be seen from the plans, there is a range of office spaces spread throughout Richview for faculty staff, which provides space for preparation for teaching and research as well as providing private spaces for individual or small group mentoring and advising. The Student Advisor, Colleen Doyle has a dedicated office in the main Richview building, which provides a private space for student consultations. There are a number of rooms dedicated to postgraduate research, allowing PhD students desk and secure storage space.

Richview Library also provides research spaces for all students, including individual quiet study spaces as well as larger round-table spaces for group work. The James Joyce Library on main campus provides further study spaces and dedicated group study rooms.

The Building Laboratory Workshop

The Building Laboratory (Lab) is a very large space (circa 350 m²/3770 ft²) that is used primarily as a workshop for model-making. It is also used extensively for training, demonstrations, exhibitions and large-scale building projects.

The lab is equipped with an array of primarily woodworking machines, including band saws, sanders, pillar drill, slot morticer, panel saws, jig saws, cordless drills, foam cutter, laser cutter and much more. There is also a wide variety of hand tools available. There are movable work tables, many with vices attached. In the lab is a system of industrial shelving, on which is stored building materials for demonstrations. There is a dust extraction system, and Personal Protection Equipment is freely available.

The Lab is also home to a 3D printer and two laser-cutters in a dedicated digital fabrication space.

The Lab is open to all students, and they can work on their individual or group projects any time, as long as there is no formal session taking place. There are generally two technical staff present, and at times interns as well. When no staff are available (evenings, Saturdays, lunchtime) the power is turned off and students are restricted to using hand tools.

The Building Laboratory offers different formal programmes for students of different years. Insofar as possible, lab programmes are designed to complement the studio and Building Technology lectures.

MArch 1 & 2: In the upper years, there tends to be more emphasis on large, one-to-one scale projects, sometimes involving liaising with community groups, and sometimes making practical contributions and live building projects. Sometimes projects are related to materials research, such as a recent project investigating various properties of different concrete mixes.

BScArchSc 1 : All first-year students are required to attend a half-day induction, in groups of 12. Here they are given instructions as to safe use of tools and machinery, and general safety issues. This is done by way of a simple joinery project, where they are required to use both hand and power tools. Records of attendance are kept. They also attend another half-day session in bricklaying. There are several “mini-demonstrations” for first-year students, which last about a half hour each. These cover such topics as doors, windows, stairs, masonry components, timber etc. First-year students also undertake a large group project in the first semester, the most recent involving the design and building of dining-room tables using a limited and defined quantity of materials. They also are given specific training in plaster-casting and model-making.

BScArchSc 2: Second year students attend a series of two-hour building-trade demonstrations, where they watch and take notes as parts of a building are constructed, or where systems are demonstrated. Examples would include timber framing, roofing, plumbing, drainage, plastering, flooring etc. The emphasis is mainly on domestic construction.

BScArchSc 3: In third year, students attend a smaller number of demonstrations, with commercial/industrial construction more to the fore than in second year.

- *A description of any changes to the physical facilities either under construction or proposed.*

At this time no major changes to the physical facilities are proposed, however a rolling programme of minor works is ongoing, subject to funding being available centrally from UCD. These works are focused on making more accessible, small-scale studio and seminar space available.

In 2016/17, the building which formerly housed the Urban Institute has reverted to the control of the School. Already home to a large proportion of the school’s research students and post-doctorates, as well as an environmental modelling lab with artificial sky, it will henceforth serve as the APEP Research Building. A number of large funded research projects, led by the newly established Centre for Spatial Dynamics, have already taken up residence and the building is being upgraded to allow more flexible use of seminar and meeting spaces. It is intended that the building serve as a front-of-house for the shared research and outreach activity of the school.

- *A description of the hardware, software, networks, and other computer resources available institution wide to students and faculty including those resources dedicated to the professional architecture program.*

At present, PC facilities are provided in a number of distributed locations to facilitate studio-based learning. PCs are located in MArch studios and in a computer lab based in the main building. The total number of university-supplied PCs in Richview is 19.

Printing and plotting facilities are allocated in a similar manner. Most laser printing and plotting are managed by UCD IT Services, except one plotter and one printer maintained by the school. Facilities are as follows:

Provision of PC's and Printing and Plotting Devices

Location	PCs	Printing & Plotting
BScArchSc (Year 3)	0	1 A0 Plotter (Free Resource)
MArch (Year 1)	0	1 A0 Plotter (Free Resource)
MArch (Year 2)	0	1 A0 Plotter (Free Resource)
Main Building	0	1 A3 Colour Laser Printer (UCD Copi-Print) 1 A0 Colour Plotter (UCD Copi-Print) 1x A4 B&W Laser Printer (UCD Copi-Print)
Earth Institute	0	1 A0 Scanner (Free Resource)

There are three spaces equipped with projectors and three mobile projector units.

The Richview Campus had a major IT infrastructure upgrade in the summer of 2008. The Ethernet network cabling and some electrical were upgraded as well as wifi coverage expanded. Currently, there is near-full wireless coverage.

From a survey of the student population, more than 2/3 of 1st years will use their own laptop and this increases to 100% in 5th year. Recently, a delivery platform has been implemented through Citrix facilitating software access on and off campus.

UCD IT Services provide IT support to all UCD students via email and phone. Walk-in IT centres on main campus have wireless and wired access points, printing services, as well as IT advice and other assistance. UCD IT Services also prepare a 5 year plan setting out priorities for development and implementation. The 2014 version can be found here: <http://www.ucd.ie/itservices/aboutus/itplanning/>

The University provides a large range of software for student use, including: AutoCad, Archicad, free to download to the student's device, and Adobe Illustrator, Indesign and Photoshop available to use on university PCs' or to but at a reduced student price. A full list of the software available to students is available here: <http://www.ucd.ie/itservices/ourservices/software/applicationcatalogue/>

- *Identification of any significant problem that impacts the operation or services, with a brief explanation of plans by the program or institutional to address it.*

With regard to IT resources, at the present time a number of minor issues are identified which are outlined below:

- Teaching: Online software tutorials would be welcomed, to encourage autonomous learning amongst students and staff.
- Research: A more comprehensive set of tools and funding should be given to stimulate and make easier any project development.
- Administration: Applications with more compatibility with Mac OS X, especially knowing that most of the services run on Java.
- Computing Hardware: The main request as far as hardware is concerned is PC/Mac labs in addition to the computer room in the main Richview building.
- Computing Software: The Software for U (Citrix) system provides flexibility. Nonetheless more Apple specific licenses will be appreciated i.e. Adobe Creative Suite per example.
- School IT Support: Architecture students, for the most part, use Mac, however, the service and maintenance necessary on the platform is lower than support provided for PC users.
- IT Services Support: An IT desk is available at Newstead building (5 mins walk) and provides adequate support to students and staffs concerning computer labs.
- Main Deficiencies (Existing IT): The infrastructure is up-to-date and works as expected. The recurrent issue is the lack of WiFi specific access for staff.

There are ongoing attempts to redress the issues identified here, however at the current time the issues raised do not significantly impact the day-to-day operation of the school or its services.

In the medium term IT policy is to move away from supporting PCs and software in schools. The expectation will be that students will have laptops and the available suite of software will be relatively limited. In this context, the school is developing a strategy to improve IT provision locally - working in collaboration with engineering disciplines in relation to BIM, with an Enterprise and Innovation project in relation to environmental modelling and with colleagues in IADT (institute of Art and Design) in relation to visualisation. The strategy also envisages the expansion of a TO role to include digital fabrication, and the hiring a new faculty member to lead on digital developments, and to work on a new Masters in Spatial Arts and Visualisation, to be run jointly with IADT.

1.2.4 Financial Resources

Like most European institutions, UCD does not collect tuition from its undergraduate students. However, undergraduate students pay a registration fee each year of approximately €2,500. Graduate students pay tuition of approximately €6,000 per year. This revenue goes directly to the university.

In addition, the Higher Education Authority, part of the federal government, provides funds directly to the university. This amount is determined annually on the basis of enrolment. In turn, these funds are allocated to each program on the basis of FTE. In addition, there is a multiplier depending on the classification of the program. The multiplier for architecture is 1.3. Thus, each euro allocated to architecture is multiplied by 1.3.

The table below shows the relative funding multipliers applied by the Higher Education Authority (HEA) of Ireland to the various categories of undergraduate students on professional programmes.

Architecture	Law	Nursing	Engineering	Medicine	Vet Medicine
1.3	1.0	1.7	1.7	2.3	4.0

Architecture is 1.3 as it is studio-based, Law is desk-based so it is 1.0, Nursing and Engineering are lab-based so are both 1.7 and Medicine and Veterinary Medicine have higher weightings reflecting the clinical aspects of their disciplines and, in the case of Veterinary Medicine, the fact that there is a University based Veterinary Hospital to operate.

In relation to graduate taught programmes the following multipliers apply:

Architecture	Law	Nursing	Engineering	Medicine	Vet Medicine
1.5	1.5	2.4	2.4	2.4	2.4

A level weighting of 1.5 applies to Graduate Taught programmes with the max multiplier capped at 2.4 for all disciplines.

Currently, the federal government provides €7,200 for each Irish/EU undergraduate student enrolled at UCD. This funding began to reduce in 2009 and, while it has now levelled off, it is not projected to rise in the near future. A report commissioned for Government in 2015 – the Cassells Report – points to the need for significant additional funding to third-level education, given rising demand, importance to the economy etc. However to date, and despite significant lobbying from the sector and from UCD specifically, none of the recommendations have been implemented.

The current president introduced a simplified method of distributing fee income and grant income to schools which came into operation in 2015. Operating budgets were set at their then current level. Of any additional fee income above this amount, 50% would go to the centre, 40% to schools and 10% to Colleges. Equally, if fee income dropped below the baseline, the loss would be distributed according to the same ratios. The system replaced a more detailed Resource Allocation Model and acted to simplify budget planning. It was also intended to incentivise growth of fee income. To date this has met with limited success, and income growth must precede budget growth - thus a new programme must first demonstrate its success by bringing in student income before additional resources can be put in place to run it.. However, adjustments to the system have made it more workable.

The School's baseline fee income was set at 14/15 income levels. At that time a major Brazilian scheme, Science without Borders, which saw significant numbers of Study Abroad students enrolling in the school's programmes, was still in operation. This year, the programme was discontinued, with the result that fee income fell significantly against target. Some savings on staffing helped offset the impact, but nonetheless a challenge remains for the school to move out of what is now a deficit situation over the coming three to four years.

This became the focus of this year's multi-annual budget planning – introduced across the university for the first time in 16/17. The school has put in place an ambitious plan to grow fee income through a combination of increased student numbers, increasing proportion of international students and some restructuring of programmes. This allows the deficit to be run for the next three years, and has also allowed for a modest amount of investment in staffing and resources which can enable enrolment targets to be met and student experience to improve. This plan was developed by the Head of School and the Associate Dean in consultation with Heads of Subject and with the College Finance Manager. The plan has been endorsed by the College and by University Management and will provide the template for annual budget setting for the next five years.

Included in this report is the full financial information for the academic year 16/17. The school runs a number of cost centres – a main one for each of the discipline groupings: Architecture, Landscape Architecture, Planning and Environmental Policy – as well as a shared cost centre for some administrative/school level services. A portion of the College-level service is also dedicated to the School's activities – notably the Programme Office, where two administrators serve the ALPEP Programme Board.

NB - in 2014, the School was the subject of an Internal Audit (a regular review process) which opened all aspects of the finances to close scrutiny. The report on this will be available.

Overview of Cost Centres – Budget for 16/17

1541	Landscape Architecture	451,193
4110	Architecture - General	2,132,372
4111	Architecture Shop	-19,500
4115	Cesuga Administration	0
4117	Cpp Architecture	44,595
4120	Planning and Environmental Policy	1,196,206
4123	Architecture School Office	155,263
4126	Other	48,287
4138	Fee Related Expenditure (scholarships, set against fee income)	259,076
Total		4,112,229

Budget Report - Cost Centre 4110 (Main Architecture Cost Centre) 2016/17

€

Non-Pay Expenditure- (Supplies and Travel)	136,296
Pay Expenditure	2,217,761
Conference Allowance	4,420
Total:	2,133,512

Below is offered an indicative breakdown of pay costs, based on current year spending

Breakdown of Pay Expenditure – Year to date October 1 16 to July 1 17

Support Unit Pay Costs	88,825
Full Professors Pay Costs	280,310
-Professors Pay Costs	0
Associate Professors Pay Costs	82,328
Lecturer/Assistant Prof. Ab	691,496
Lecturer/Assistant Prof. Below bar	84,160
Technicians Pay Costs	46,085
Tutors/Demonstrators Pay Costs	172,590
-Tutors/Demon Hol Pay	12,428
Tutors/Demonstrators Prsi	16,935
Occasional Lecturers Pay Costs	12,341
-Occasional Lect Hol Pay	276
Occasional Lecturers Prsi	1,552
Other Work	4,744
-Social Costs (Non-Rsch) Levy	12,846
Other Work - Academic	18,158

Other Work - Technical	24,315
Other Work - Academic Admin	6,935
Scholarships - General	29,925
Total	1,586,250
Budget Remaining	631,511

1.2.5 Information Resources

A description of the institutional context and administrative structure of the library and visual resources.

The mission of UCD Library is to organise the University's information, to inspire engagement and learning, to enable its use in promoting research and innovation and to contribute to the preservation of Irish cultural heritage. In 2012, a new organisational framework was established that optimises the library's ability to achieve its key objectives. This framework comprises five units: Client Services, Research Services, Collections, Cultural Heritage and Planning and Administration. Each of these units provides support and services to the Richview Library, which houses the principal architecture, urban design and planning, and landscape architecture collections, and its community, and Client Services is central to providing front line user support.

As noted above, the Richview campus has its own library, which is located at the centre of the campus. It serves the School of Architecture and also postgraduate Planning students. Its holdings and services are augmented by those of the University's main library, the James Joyce Library, which is located on the adjacent Belfield Campus. Access to other academic libraries outside of UCD is also provided through the ALCID and SCONUL co-operative schemes, and by letters of introduction. More information regarding these reciprocal relationships can be found at: http://www.ucd.ie/library/finding_information/otherlibraries/ (This link requires UCD Staff Intranet access)

The Richview Library is staffed daily (9.30am-5.00pm) by a senior library assistant and two library assistants, with extended opening hours during term time, which includes Monday – Wednesday evenings (5.00pm – 9.00 pm) and on Saturday mornings (10.00 am – 1.00 p.m.) extending to 5.00 p.m. on Saturday afternoons in the weeks prior to semester examinations. Shelving staff are also engaged (12 hours per week) during term time. The library is also supported by the College Liaison Librarian for Engineering and Architecture, by a designated Collection Development Librarian, and also a specialist and dedicated Mapping/GIS Librarian. Mechanisms are in place for the referral of in-depth enquiries to the appropriate professional staff. Staff from the Research Services unit also are onsite for designated periods and work closely with the Richview community, particularly in the area of mapping and geospatial services.

An assessment of the library and visual resource collections, services, staff, facilities, and equipment that does the following:

Describes the content, extent, and formats represented in the current collection including number of titles and subject areas represented.

Richview Library holdings:

- (i) The number of books in stock (architecture and related subjects) is approximately 40,000. This figure includes not only general book stock for loan, but also reference material, pamphlets, and theses and

a unique and comprehensive collection of development plans of the planning authorities of all regions of Ireland. Due to the library's severe space constraints, approximately 6,000 books, the pamphlet collection and older runs of journal titles are held in a storage facility adjacent to the library, and this material can be ordered online through the library catalogue, and there is a daily retrieval service.

(ii) Number of current print journal titles (includes subscriptions, donations and legal deposits): 100 titles

(iii) Slides: 15,000

(iv) Videos/DVDs: 193

(v) Maps: 9,000 sheet maps

(vi) The above resources are augmented by a range of electronic resources, funded both from the university library budget and by the Irish Research eLibrary (IREL), (<http://www.irelibrary.ie/>) a government funded collaboration.

Databases: Key bibliographic databases include the Avery Index, Construction Information Service and Planning Architecture Design Database Ireland (PADDI). PADDI, which is freely available at www.paddi.net, is a joint UCD/QUB initiative, which is updated and maintained by UCD library staff. Full text databases (e.g. JSTOR, ProQuest and EBSCO) are freely available and provide access to a wide range of journal material. Electronic journals are also available through aggregator services such as SWETS and SCIENCE DIRECT (Elsevier titles). These primarily cover construction and energy related areas, but design and, in particular, planning are represented. Access to most of the electronic resources is available off campus to registered students and staff of the university when signed in through the UCD Connect portal.

Images: In addition to the Slides listed above (1.25.iii), the library subscribes to ARTstor, which encompasses SAHARA.

Digital Library: The UCD Digital Library has been developed by the UCD Library and is an authoritative source of diverse research and primary source materials. The collections encompass various cultural heritage repositories both within and external to UCD. It allows users to search, browse and explore a growing collection of freely-available, digitised historical documents, photographs, art, interviews, letters and other content. The Digital Library's Collection Development Policy outlines the criteria used for selecting collections for inclusion in the Digital Library. This repository contains the following collections of interest to architecture: The Georgian Dublin Collections (civic and ecclesiastical architecture; domestic architecture), HIBERNIA (Historic Ireland, Built Environment and Road Network), and Aerial laser scanning (ALS) data. One of its current projects aims to digitise and make available a series of maps held in the School's Map Library. A Map Digitisation collaborative programme with Trinity College is also in progress. Furthermore, negotiations are also under way with the Ordnance Survey of Ireland (OSI) to make the historic 19th century 5' and 10' Irish town plans available through UCD Digital Library. For a list of current projects, please see: <https://digital.ucd.ie/>.

Development Plans: Unique to the Richview library is the complete set of local authority development plans for 26 counties in Ireland. This valuable collection shows the development of Ireland over the past 50 years and contains both current and superseded versions of every plan. UCD Library, including the Richview campus, also holds a significant collection of historical maps and large-scale maps printed from OSI databases. The e-commerce mapping service operated through OSI is unique to this academic library.

Evaluates the degree to which information resources and services support the mission, planning, curriculum, and research specialties of the program.

The Richview Library's core collection consists of Architecture, Planning and Landscape Architecture.

Generally, single copies of volumes are purchased for long loan and these are placed on restricted loan (4 Hour Collection) for a specified period, should they be needed for class/project work. This is to maximize potential circulation. We endeavour to purchase all architecture books published in Ireland because we are a legal deposit library, and as such, are entitled to one copy of all material published in Ireland.

The Library has a strong Planning and Urban Design Collection (call no.711) with a particular emphasis on local, regional and national planning. As mentioned above, the Richview Library holds the most comprehensive collection of development plans in Ireland, which are housed in closed access stacks within the Library, and which are available by request (in person and via the catalogue).

Landscape Architecture is also well represented in Richview (call no.712), covering principles, planning, design and practice as well as landscape architects and their work.

The comprehensive Architecture collection is broad and international in scope, with special emphasis on individual architects and their work (call no.720.92).

Journal collections cover architectural history and theory, planning and design as well as technical journals on construction, engineering and conservation. Irish journal runs are strong, with older issues stored in Newstead, which are accessible via a daily retrieval service. Print collections complement a large e-journal collection accessible through OneSearch on the UCD Library's main web page.

Contained within the Richview library are a number of peripheral collections that cover complementary and allied material such as: social sciences (call no. 300s), technology (call no. 600s), fine art and history of art (call no. 700s) and history (call no. 900s). A great deal of this material relates to specific taught modules, in particular the academic modules that deal with history and theory.

Research Services: The recently established Research Services division brings together Digital Library functions, Digital Repository Services, and bibliographic services (including bibliometrics). Importantly, it also provides a team-based approach to the support of geospatial (including mapping) services and quantitative and qualitative data services.

Recent years have seen a steady growth in the development of digital material, and UCD's Digital Library was launched in 2012: <https://digital.ucd.ie/>

Mapping: UCD Library is an agent for Ordnance Survey Ireland (OSI) mapping. The Library has negotiated with OSI to make digital data for selected areas of Dublin available free of charge to students, and has also succeeded in negotiating a favourable educational rate for printouts. All information relating to mapping services is available from the Library's maps page: <http://libguides.ucd.ie/findingmaps>.

Assesses the quality, currency, suitability, range, and quantity of resources in all formats (traditional/print and electronic).

Richview Library has long been recognised as the finest architecture library in Ireland, with a collection spanning national and international architecture and landscape architecture. The origins of the collection date back to 1911, and the depth and richness of the book and journal collections are unparalleled in Ireland.

The Library will continue actively to review its resources to ensure that modules and programmes at undergraduate and postgraduate level are adequately supported and that the impact on library resources can be correctly assessed. It is vital that the ordering of new books reflects the needs of the programme curriculum and this helps inform the information skills training provided by the Library.

In line with UCD library Collections Review Policy, print and electronic resources are reviewed regularly to ensure currency and relevance. As a result, decisions will be made in conjunction with the School regarding the permanent disposal of items as well as the removal of items from the open shelves to closed storage. This policy can be reviewed at the following address: <http://www.ucd.ie/t4cms/Guide135.pdf>

Demonstrates sufficient funding to enable continuous collection growth.

Budgeting, Book Ordering and Collection Development: The Library's resources budget is ring-fenced from other library costs and covers book purchases in print and electronic form as well as ongoing subscriptions to journals and databases. The Library accepts book orders for reading lists and well as research material.

Despite significant cuts in the Library's overall resources budget since 2007, over €65,000 has been spent on book material for the Richview Library in that period. A significant increase in resource funding was achieved following the recommendations in 2013 of the sub-committee of the Library and Information Technology Board, established by the University Registrar.

The UCD Library has also put in place a new model of book acquisitions which is to be driven by student needs; this will benefit all library users including those in Richview. This technology allows the library to create detailed subject profiles which booksellers can use to create lists of relevant publications. These lists are added to the library catalogue where patrons can use them to order material automatically. The overall two-year project budget is €290,000.

In addition to this, over €230,000 was spent on journals and standing orders since 2007. The Architecture, Planning and Landscape community also benefits significantly from resources funded through the nationally funded research repository called IReL (Irish Electronic Research Library). In addition to this service, UCD also purchases major bundled subscription packages.

The School is currently working with the Library to develop a coherent, bespoke Collections Policy, which will allow all future developments of the collection to be fully in line with the School's strategy and teaching mission.

Identifies any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities.

The lack of space is a recurring issue in Richview: there is a limit to the storage space available in a building that must accommodate study spaces, library staff work/office areas and a continuously growing collection of print resources. The Library is working with the School of Architecture, Planning and Environmental Policy to address this issue, and hopes to reach agreed solutions that take into consideration the concerns of all parties.

Uncertainty in the annual budget provision, year-to-year will continue to impact on the resources and operation of the library. There are no guarantees that budgets will not be significantly affected in future years. The Library can only work around annual budgets on a year-to-year basis, looking to ring-fence key resources such as reading lists and key databases. Decisions on resources will need to be made in partnership with the School of Architecture, Planning and Environmental Policy. The current development of a coherent Collections Policy will be of vital importance to this.

1.3 Institutional and Program Characteristics

1.3.1 Statistical Reports

Program student characteristics

- *Number of students enrolled in the substantially equivalent degree program(s).*
- *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit. (Not applicable – Visit 1 was in April 2013)*
- *Time to graduation.*
- *Percentage of matriculating students who complete the substantially equivalent degree program within the normal time to completion for each academic year since the previous visit. (Not applicable - as above)*
- *Percentage that complete the substantially equivalent degree program within 150% of the normal time to completion for each academic year since the previous visit.*

Number of students enrolled in the substantially equivalent degree programme: **31**

Progression Information: MArch

	Year	Total Number	New Entry from UCD: Numbers / %	External New Entry Numbers / %	Repeating Students Numbers / %	Completed the year within that year Numbers / %	Completed the MArch within 3 years
2016/17	Year 1	23	19 / 83%	4 / 17%		23 / 100%	N/A
	Year 2	30	25 / 83%	3 / 10%	2 / 7%	29 / 97%	29
2015/16	Year 1	34	28 / 82%	5 / 15%	1/ 3%	34 / 100%	N/A
	Year 2	36	31 / 86%	5 / 14%		34 / 94%	33

2014/15	Year 1	32	26 / 81%	5 / 16%	1 / 3%	31 / 97%	N/A
	Year 2	55	51 / 93%	4 / 7%		54 / 98%	54

2016/2017

3 students took Leave of Absence (LOA) between Stages 1 & 2 in 2015/2016

2015/2016

2 Students Took LOA between Stages 1 & 2 in 2015/2016

3 Students withdrew after Stage One (1 UCD & 2 Transfer) so did not progress to 2016/2017

2014/2015

4 Took LOA between Stages 1 & 2 in 2014/2015

1 Stage Two Student Failed to Complete Stage Two and has not returned to complete it.

Programme Faculty Characteristics

- Number of faculty by rank (e.g., assistant professor, associate professor)
- Number of full-time faculty and part-time faculty
- Number of faculty promoted each year since the last visit
- Number of faculty maintaining licenses in the country of the program each year since the last visit, and where they are licensed

Number of full-time academic staff One Full Professor; One Associate Professor; Six Assistant Professors	8
Number of part-time permanent academic staff (Weekly teaching input up to 12 hours) Two Full Professors (0.5); 21 Assistant Professors above and below bar (0.5 and 0.3)	23
Number of part-time staff (Short term contract and hourly-paid: hours generally from 4-9 weekly)	39
Number of faculty promoted each year since the last visit. One to Associate Professor (2015); Full Professor 0.5 (2016)	2
The total number of staff maintaining registration (licenses)	34
Of this total:	

<p>1 is registered in Portugal 1 is registered in Germany 1 is registered in USA 1 is registered in Canada. The remaining 28 are registered in Ireland (MRIA). In addition 2 members of staff are in the process of completing their registration.</p>	
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Full-time Academic Staff

Total Number: 8

Name and Qualifications	Date appointed	Grade	Responsibility/ Subjects taught	Current Professional Practice Activities
Hugh Campbell B.Arch, MArch.Sc, Ph.D (NUI)	1997	Full Professor	History & Theory, Design Studio, Dean of Architecture and Head of School	Research, Criticism & Exhibition
Finola O’Kane B.Arch, PhD (NUI) MRIA	2006	Associate Professor	Conservation, History & Theory, Landscape,	Research, Criticism & Consultancy
Vivienne Brophy MArchSc (NUI), MRIA	2006	Assistant Professor	Architectural Technologies, MArchSc Sustainable Building Design and Performance, Head of Architecture	Research & Consultancy Director of UCDERG
Oliver Kinnane	2017	Assistant Professor	Architectural Technologies, Sustainable Building Design and Performance	Research, Teaching

Paul Kenny B.Tech. (Mech.Eng.CIT Cork) MSc. (Cranfield Univ.)	2000	Assistant Professor	Environmental Science, Sustainable Building Design and Performance Phd and MArchSc Programme	Research & Consultancy Director of UCDERG
Samantha Martin McAuliffe BA, (Smith Mass) MPhil (Cantab), PhD(Cantab)	2007	Assistant Professor	History & Theory; Head of Teaching and Learning - Architecture	Research & Criticism
Elizabeth Shotton B.Comm (CU Ottawa) B.Arch (UBC Vancouver) AIBC, PhD (UCD)	2005	Assistant Professor	Design Studio, Design Technologies, Head of Research	Research
Daniel Sudhershan Grad.Dip.Arch (LSA), BA in Architecture (LSA)	2004	Assistant Professor	Architectural Technologies, Director of BScArchSc & Student Exchange, Asso Dean of School and Chair of the Program Board	Research

Part-time permanent academic staff (Weekly teaching input up to 12 hours).

Total Number: 23

Name and Qualifications	Date Appointed	Grade [see note below on Assistant Professor grade]	Responsibilities/ Subjects taught	Current Professional Practice Activities
John Tuomey B.Arch, MArch, FRIAI	1987	Full Professor (50%)	Design Studio, MArch II	Practice & Research

Dorothy Jones B.Arch MRIAI	2005	Assistant Professor (20%)	Professional Studies, MArch I, II	Professional Practice Project Managemen t
Orla Hegarty B.Arch MRIAI RIBA	2007	Assistant Professor (90%)	Professional Diploma Prog Director	Practice & Research
Gerry Cahill AA Dipl, FRIAI	1987	Studio Lecturer (50%)	Design Studio, MArch I	Practice
Sheila O'Donnell B.Arch, MArch, FRIAI	1987	Full Professor (50%)	Design Studio, MArch II	Practice & Research
Alice Clancy BArch Cert Prof Practice	2014	Assistant Professor (50%)	Research Seminar, MArch I, Design Studio BScArch II	
Paul Arnold B.Arch. Dip. Cons	2005	Assistant Professor (30%)	Conservation Ecology of Arch, MUBC Director	Practice & Research
Peter Cody Dip.Arch. MSc.Arch (Columbia) MRIAI	2005	Assistant Professor (30%)	Design Studio, BscArch1, MArch II	Practice & Research
Will Dimond B.Arch, MRIAI	2005	Assistant Professor (30%)	Design Studio BScArch III, MArch II	Practice & Research

Marcus Donaghy B.Arch, MRIAI	2005	Assistant Professor (30%)	Design Studio BScArch II, MArch II	Practice & Research
Tiago Faria B.Arch Member of Ordem dos Arquitectos Portugueses	2007	Assistant Professor (30%)	Design Studio BScArch III, MArch II	Practice & Research
Miriam Fitzpatrick B.Arch, M.Sc.City Design (LSE) RIBA	2005	Assistant Professor (30%)	Masters in Urban Design	Teaching & Research
Alan Mee B. Arch, MRIAI	2005	Assistant Professor (30%)	Masters in Urban Design, Programme Director	Practice & Research
Orla Murphy B.Arch MRIAI	2005	Assistant Professor (30%)	Design Studio MArch I and II	Practice & Research
Mary Laheen B.Arch, MUBC, MRIAI	2005	Assistant Professor (30%)	Design Studio MArch I and II	Practice & Research
Aoibheann Ní Mhearáin		Assistant Professor (30%)	Design Studio BScArch III and MArch II	Practice & Research
James Rossa O'Hare		Assistant Professor (30%)	Digital Drawing, Design Studio BscArch II	Practice & Research
Michael Pike B.Arch MRIAI	2005	Assistant Professor (30%)	MArch II	Practice & Research
John Parker B.Arch MRIAI, MRIBA	2005	Assistant Professor (30%)	Design Studio BScArch III and MArch I	Practice & Research

Emmett Scanlon, B.Arch, MSc.Arch, MRIAI	2005	Assistant Professor (30%)	Design Studio MArch I and II	Practice & Research
Peter Tansey B.Arch, MArch (Berlage) MRIAI	2005	Assistant Professor (30%)	Design Studio BScArch II	Practice & Research
Fiona Hughes BArch	2014	Assistant Professor (30%)	Design Studio MArch I and II, Professional Practice, BScArch III	Practice & Research
Stephen Mulhall MArch MRIAI	2014	Assistant Professor (30%)	Design Studio, MArch I, Research Seminar MArch I	Practice & Research

Note: Assistant Professor is not the equivalent of the US grade of the same name, in that Assistant Professor are permanent and often tenured members of staff. Some faculty prefer the title College Lecturer, as it was in the previous nomenclature.

Part-time staff

Total Number: 35

(Short term contract and hourly-paid: hours generally from 4-9 weekly)

Robert Bourke B.Arch	Design Studio (4)
Chris Boyle B.Arch.	Design Studio (1)
Phoebe Brady M.Arch	Design Studio (2)
Darragh Breathnach B.Arch	Design Studio (1)
Laura Carroll B.Arch	Design Studio (3)
Douglas Carson B.Arch	Design Studio (2, 3)
Donal Colfer B.Arch	Design Studio (3)
Sarah Cremin B.Arch, MArchSc	Design Studio (1)
Tom De Paor B.Arch	Design Studio (4)
Kevin Donovan B.Arch	Design Studio (2)
Paul Durcan B.Arch	Design Studio (1, 3)
Eileen Fitzgerald B.Arch	Design Studio (3)
Nuala Flood B.Arch, PhD	Design Studio (4)

Michael Hayes B.Arch	Design Studio (2, 4)
Anna Hofheinz B.Arch	Design Studio (2, 3)
Fiona Hughes B.Arch	Design Studio (2)
Livia Hurley B.Arch, MA	Design Studio (2)
Merlo Kelly B.Arch, MUBC	Design Studio (4)
Pierre Long B.Arch	Technology Studio (4)
Laurence Lord B.Arch	Design Studio (4)
John-Barry Lowe B.Arch	Design Studio (1)
Joseph Mackey B.Arch	Design Studio (1)
James Martin B.Arch	Design Studio (2)
Aisling McCoy B.Arch	Design Studio (1)
Fiona McDonald B.Arch, MA	Design Studio (2)
Conor McGowan B.Arch	Design Studio (3)
Rae Moore B.Arch	Design Studio (1)
Benjamin Mullen B.Arch	Design Studio (1)
Thomas O'Brien B.Arch	Design Studio (1)
Michael O'Dell B.Arch	Design Studio (2)
Oran Ó'Siocháin B.Arch	Design Studio (2)
Mark Price B.Arch	Design Studio (1)
Conal Ryan B.Arch	Design Studio (1)
	Stephen Tierney B.Arch
	Design Studio (4)
	Simon Walker B.Arch
	Design Studio (3)

University Staff who contributes to the teaching programmes

Donal Finn. BE, PhD	Senior Lecturer. Lectures in Building Services
Amanda Gibney B.E. PhD	Senior Lecturer, Theory and Design of Structures
Ciaran McNally BE, PhD	Research Engineer, Design Technologies
Mark Richardson. B.E, PhD.	Head of Civil , Structural and Environmental Engineering, Lectures in Theory and Design of Structures
Mark Scott, PhD	Head of Environmental Policy
Karen Foley, PhD	Head of Landscape Architecture

Technical Staff

Kevin Keenan	Senior Technical Officer
Stephen Russell	Senior Laboratory Attendant
Brian Keogh	Technical Officer
John O'Shea	Technical Officer
David Wick	Shop Manager
Donal Lennon	Sky Laboratory / Energy Research Unit

Administrative Staff

Adam Trodd	Administrative Officer II - School Manager
Michelle Murray	Executive Assistant
Frances Ashmore	Senior Executive Assistant
Pierre Jolivet	IT Manager, Photography, Representation
Erin O'Malley	Architecture Programme Manager, Engineering & Architecture Programme Office
Shelly Power	Project Office, Engineering & Architecture Programme Office

Adjunct Staff

Adjunct Professor Shelly McNamara	Grafton Architects
Adjunct Professor Yvonne Farrell	Grafton Architects
Adjunct Associate Professor Shane O'Toole	Architectural Writer and Critic

1.3.2 Faculty Credentials

A resumé for each member of staff teaching in the MArch can be found in section 4.2 - p149

2.0 Educational Outcomes and Curriculum

2.1 Student Performance Criteria

A brief narrative or graphic overview of the curricular goals and content for each substantially equivalent degree program offered or each track for meeting the requirements of the professional degree program.

See overleaf.

MArch Program Structure 2016-2017

UCD Architecture MArch Programme Structure 2016/2017

Year 1 (Upper School)

ARCT 40040
Architectural Design VII
CORE 15SECTS

ARCT 40010
Design Technologies I
CORE 5SECTS

ARCT 40020
Research & Innovation in the
Designed Environment I
CORE 5SECTS

General Option Module
OPTION 5SECTS

ARCT 40050
Architectural Design VIII
CORE 15SECTS

ARCT 40080
Research and Innovation in
the Designed Environment II
CORE 5SECTS

Technology Option Module
OPTION 5SECTS

General Option Module
OPTION 5SECTS

Year One

GENERAL OPTIONS SEMESTER I & II 5SECTS

ARCT 40030 Realising Built Projects (Sem 1)
ARCT 40630 Sustainable Building Design and
Performance I (Sem 1)
ARCT 40640 Sustainable Building Design and
Performance II (Sem 1)
ARCT 40660 Introduction to Urban design (Sem 1)
PEP 40100 GIS (Sem 1)
ARCT 40820 Multi-disciplinary Approaches
to the Landscape (Sem 2)
PEP 40880 Governing Nature (Sem 2)
ARCT 40180 Urban Design Theory (Sem 2)

TECHNOLOGY OPTION MODULES SEMESTER II 5SECTS

ARCT 40870 Agency: Design / Build
ARCT 40930 Parametric Design

Year 2 (Upper School)

ARCT 40610
Masters Architectural
Dissertation
CORE (Year Long) 10SECTS

ARCT 41130
Reflective Portfolio Module
CORE (Year Long) 5SECTS

ARCT 40190
Professional Studies
CORE (Sem 1) 5SECTS

ARCT 41120
Comprehensive Design Studio
CORE (Sem 1) 15SECTS

ARCT 41110
Masters Design Thesis
Seminar
CORE (Sem 2) 25SECTS

- *A matrix for each substantially equivalent degree program offered or each track for meeting the requirements of the professional degree program, that identifies each required course with the SPC it fulfills.*
 - o *Where appropriate, the top section of the matrix should indicate those SPC expected to have been met in preparatory education prior to admission to the NAAB substantially equivalent program (see also Part II, Section 3, p. 27).*

- o *The bottom section of the matrix should include only criteria that are demonstrated in the substantially equivalent degree program or track.*

See Student Performance Criteria Matrix overleaf.

Criterion is addressed	Architectural Design VII ARCT40040	Design Technologies I ARCT40010	Research & Innovation ARCT40020	Architectural Design VIII ARCT40050	Agency Design Built ARCT40070	Parametric Design ARCT40930	Ink+Timber+ Sustainability ARCT40970	Concrete Research ARCT40950	Materials Technology I ARCT40730	Research & Innovation I ARCT40080	Professions I Studies II ARCT40190	Compex. Design Studio ARCT41130	Reflective Portfolio ARCT41190	March Dissertation ARCT40610	Thesis Design Seminar ARCT41110
Main module for this criterion	Green														
A.1 Communication Skills	Green														
A.2 Design Thinking Skills	Green														
A.3 Visual Communication Skills	Green														
A.4 Technical Documentation	Green														
A.5 Investigative Skills	Green														
A.6 Fundamental Design Skills	Green														
A.7 Use of Precedents	Green														
A.8 Drawing Systems Skills	Green														
A.9 Historical Traditions & Global Culture	Green														
A.10 Cultural Diversity	Green														
A.11 Applied Research	Green														
B.1 Pre-Design	Green														
B.2 Accessibility	Green														
B.3 Sustainability	Green														
B.4 Site Design	Green														
B.5 Life Safety	Green														
B.6 Comprehensive Design	Green														
B.7 Financial Considerations	Green														
B.8 Environmental Systems	Green														
B.9 Structural Systems	Green														
B.10 Building Envelope Systems	Green														
B.11 Building Service Systems	Green														
B.12 Building Materials & Assemblies	Green														
C.1 Collaboration	Green														
C.2 Human Behavior	Green														
C.3 Client Role in Architecture	Green														
C.4 Project Management	Green														
C.5 Practice Management	Green														
C.6 Leadership	Green														
C.7 Legal Responsibilities	Green														
C.8 Ethics & Professional Judgment	Green														
C.9 Community & Social Responsibility	Green														

Some, but not all, of the above modules are offered in the second semester of March 1.

2.2 Curricular Framework

2.2.1 National Authorization

UCD is an autonomous institution, accountable through its President to the UCD Governing Authority, and is accredited under Irish law to award degrees at European Qualifications Framework levels 6-8. UCD is one of four constituent Universities of the National University of Ireland, and is a member of the Irish Universities Association. The statute found at the link below derives its authority from the Universities Act 1997 and outlines University College Dublin's authorisation to offer higher education in Ireland. It is a 'designated awarding body' under the Qualifications and Quality Assurance (Education and Training) Act 2012 (<http://www.irishstatutebook.ie/eli/2012/act/28>).

For further information please refer to the following links:

1. A summary of the European Framework of Qualifications is available at: <https://ec.europa.eu/ploteus/content/descriptors-page>.
2. Universities Act 1997: <http://www.irishstatutebook.ie/eli/1997/act/24/enacted/en/print#sched2>
3. UCD statute: <http://www.ucd.ie/governance/documentlibrary/>
4. Irish Universities Association: <http://www.iua.ie/>

2.2.2 Professional Degrees and Curriculum

Title(s) of the degree(s) offered or degree sequence:

UCD Architecture offers following degree titles:

1. MArch – 2 year long Professional degree (120 ECTS = ~ 60 US credits) - (Substantially Equivalent candidate)
2. BSc in Architectural Studies (Hons) – 3 year long Pre-Professional degree (180 ECTS = ~ 90 US credits)

For each degree program offered, an outline of the curriculum showing the distribution of general studies, required professional courses (including prerequisites), required courses, professional electives, and other electives:

in 2012, UCD introduced the MArch degree in line with European Union's Bologna Declaration of 1999 on European Higher Education. The intention of this declaration is to create a common european higher educational system to offer academic degrees based on Principles of Academic Independence and Autonomy. The ambition is create a transparent system that is easily recognisable and comparable within

the EU and also to develop a common regulated compatible credit system to promote the mobility of students, teachers and researchers within and beyond EU, but also to ensure high-quality teaching within EU. The idea is should allow the different national systems within EU to give the flexibility to structure the educational system into three stages: Stage 1: Bachelor, Stage 2: Master and Stage 3: Doctor (PhD). As part of this process UCD Architecture introduced the MArch and phased out its long-running two-year professional degree, the BArch in stages. This new structure is the so-called ‘three-plus-two’ Bologna structure, three year full time Bachelor’s degree (B.Sc in Architectural Science - 180 ECTS = ~ 90 US credits), followed by two year Master’s degree (MArch - 120 ECTS = ~ 60 US credits).

At the transition period UCD Architecture offered both professional programmes (BArch and the MArch) in parallel (2012/2013 – 2014/2015) to accommodate students who started in the BSc + BArch structure to complete their degree programme. The BSc in Architectural Studies, BArch und MArch degrees are accredited by the The Royal Institute of the Architects of Ireland (RIA) and the Royal Institute of British Architects (RIBA). From 2015, the 2 year MArch (Substantially Equivalent candidate) is the standard exit qualification from our three- year pre-professional + two- year professional Architecture programmes.

In relation to General Studies, in the EU, the standard length of any Bachelor’s degree is three years, followed by two year Masters. This is the common practice in most Architecture schools , although some schools run five-year Bachelor’s programme in Architecture. As we run a three -year undergraduate pre-professional programme, the General Studies module options are limited to the undergraduate degree. In years two and three of the BSc programme our students take one general elective module of their choice worth 5 ECTS each, as part of the [UCD Horizons programme](#).

UCD Horizons is the name given to the modular and credit-based structure for taught degrees at UCD. While all UCD students are expected to become experts in their major degree subjects, the UCD Horizons structure also allows to look beyond the specific degree, and gives the opportunity to pursue other subjects of interest as general electives. In their Pre-Professional degree BSc Architectural Science (Hons) our students take a range of modules from other disciplines of interest from art history to psychotherapy or physics, but majority of Architecture Students tend to take modern languages.

For each degree offered, examples of the minors or concentrations students may elect to pursue:

The MArch programme offers students the options to pursue their special interest in related fields. In the academic year 2016/17, in Year One of the MArch programme, the students could take 2 option modules (one in each semester) from 8 offered modules from Governing Nature to Sustainable Building Design and Performance

The list of options (minors) offered in 2016/17:

Semester 1	Module Code		Module Title	Credits	Level*
SEM_1	ARCT	40030	Realising Built Projects	5	4
SEM_1	ARCT	40640	Sustainable Building Design and Performance – I	5	4

SEM_1	ARCT	40630	Sustainable Building Design and Performance – II	5	4
SEM_1	ARCT	40660	Introduction to Urban Design	5	4
SEM_1	PEP	40100	GIS	5	4
Semester 2	Module Code		Module Title	Credits	Level
SEM_2	PEP	40880	Governing Nature	5	4
SEM_2	ARCT	40820	Multidisciplinary Approaches to Landscape	5	4
SEM_2	ARCT	40180	Urban Design Theory	5	4

*Level 4 is masters level

In Semester Two of 2016/17, students were asked to take one option module from the Technology Option list

<u>Technology Options</u>			<u>SEMESTER TWO</u>		
Semester	Module Code		Module Title	Credits	Level
SEM_2	ARCT	40870	Agency: Design / Build	5	4
SEM_2	ARCT	40930	Parametric Design	5	4

As part of the Research and Innovation Seminar series students were asked to select one Seminar topic in each semester:

Research and Innovation Seminar Topics 2016/17:

Sem 1 - ARCT 40020 - Research and Innovation in the Designed Environment 1 - Offered Topics:

- 'Flats'
- 'Food and Architecture'
- 'Graphic Manifestoes'
- 'Architecture and the Moving Image'
- 'Dublin City Quays, Revisited'

Sem 2 - ARCT 40080 - Research and Innovation in the Designed Environment 2 - Offered Topics:

- 'Presence and Space'
- 'Architectural Theory'

2015/2016:

In the academic year 2015/16, in Year One of the MArch programme, the students could take 2 option modules (one in each semester) from 12 offered modules. The list of options (minors) offered in 2015/16:

Option Modules					
Semester 1	Module Code		Module Title	Credits	Level*
SEM_1	ARCT	40030	Realising Built Projects	5	4
SEM_1	ARCT	40170	Conservation: History, Theory & Policy	5	4
SEM_1	ARCT	40300	Research Methods in Architecture	5	4
SEM_1	ARCT	40640	Sustainable Building Design and Performance – I	5	4
SEM_1	ARCT	40630	Sustainable Building Design and Performance – II	5	4
SEM_1	ARCT	40660	Introduction to Urban Design	5	4
SEM_1	PEP	40100	GIS	5	4
Semester 2	Module Code		Module Title	Credits	Level
SEM_2	ARCT	40860	Technology and Culture - 1	5	4
SEM_2	ARCT	40450	Disseminating Architecture	5	4
SEM_2	ARCT	4090	Case Studies and Reflective Practice	5	4
SEM_2	ARCT	40820	Multidisciplinary Approaches to Landscape	5	4
SEM_2	ARCT	40180	Urban Design Theory	5	4

*Level 4 is masters level

In Semester Two of 2016/17, students were asked to take one option module from the Technology Option list

Technology Options			SEMESTER TWO		
Semester	Module Code		Module Title	Credits	Level
SEM_2	ARCT	40870	Agency: Design / Build	5	4
SEM_2	ARCT	40930	Parametric Design	5	4
SEM_2	ARCT	40730	Materials and Technology (Conserv. 1)	5	4
SEM_2	ARCT	40950	Concrete Research	5	4

As part of the Research and Innovation Seminar series students were asked to select one Seminar topic in each semester:

Research and Innovation Seminar Topics 2015/16:

Sem 1 - ARCT 40020 - Research and Innovation in the Designed Environment 1 - Offered Topics:

- 'Idea of the Common'
- 'Dublin City Quays'
- 'Architecture and Time' - Stephen Mulhall

Sem 2 - ARCT 40080 - Research and Innovation in the Designed Environment 2 - Offered Topics:

- 'Industrial Landscapes'
- 'Architecture and Eutopia'

A list of the minimum number of credit hours required for each semester or term, respectively:

UCD operates with European Credit Transfer System (ECTS) as part of the Bologna Declaration of 1999 on European Higher Education. ECTS provides a common currency for representing academic activity throughout Europe. It is used to facilitate student mobility and transferability of degrees and awards. European Credit Transfer System (ECTS) is strongly linked to the Bologna Process. Further details are available at <http://www.eua.be/policy-representation/higher-education-policies/the-european-higher-education-area-and-the-bologna-process>.

A standard UCD module carries 5 ECTS Credits (Equivalent to ~2.5 US Credits) or a multiple of five. A semester workload is equivalent to 30 ECTS Credits (15 US Credits). The expected workload (on the basis of attendance of any direct teaching contact, workshops, studio, independent learning and satisfactory completion of associated coursework and satisfaction of the relevant learning outcomes) for a 5 ECTS Credits (2.5 US Credits) is 100 – 120 hours per Semester.

A list identifying the courses and their credit hours required for professional content and the courses and their credit hours required for general education for each substantially equivalent degree program offered:

See MArch Programme Map below, followed by BSc ArchSc Programme Map

UCD Architecture

MArch Programme Structure 2016/2017

Year 1 (Upper School)

ARCT 40040 Architectural Design VII	CORE	15ECTS
ARCT 40010 Design Technologies I	CORE	5ECTS
ARCT 40020 Research & Innovation in the Designed Environment I	CORE	5ECTS
General Option Module	OPTION	5ECTS
ARCT 40050 Architectural Design VIII	CORE	15ECTS
ARCT 40080 Research and Innovation in the Designed Environment II	CORE	5ECTS
Technology Option Module	OPTION	5ECTS
General Option Module	OPTION	5ECTS

Year One	
GENERAL OPTIONS SEMESTER I & II	5ECTS
ARCT 40030 Realising Built Projects (Sem 1) ARCT 40630 Sustainable Building Design and Performance I (Sem 1) ARCT 40640 Sustainable Building Design and Performance II (Sem 1) ARCT 40660 Introduction to Urban design (Sem 1) PEP 40100 GIS (Sem 1) ARCT 40820 Multi-disciplinary Approaches to the Landscape (Sem 2) PEP 40880 Governing Nature (Sem 2) ARCT 40180 Urban Design Theory (Sem 2)	
TECHNOLOGY OPTION MODULES SEMESTER II	5ECTS
ARCT 40870 Agency: Design / Build ARCT 40930 Parametric Design	

Year 2 (Upper School)

ARCT 40610 Masters Architectural Dissertation	CORE (Year Long)	10ECTS
ARCT 41130 Reflective Portfolio Module	CORE (Year Long)	5ECTS
ARCT 40190 Professional Studies	CORE (Sem 1)	5ECTS
ARCT 41120 Comprehensive Design Studio	CORE (Sem 1)	15ECTS
ARCT 41110 Masters Design Thesis Seminar	CORE (Sem 2)	25ECTS

UCD Architecture

BSc Architectural Science (Hons) 2016/2017

SEMESTER I

Stage 1 (Foundation Year)

ARCT 10010
Architectural Design I

CORE 15 ECTS

ARCT 10030
Architecture and its
Environment
CORE 5 ECTS

ARCT 10090
History & Theory I
Perspective in Architecture
CORE 5 ECTS

ARCT 10120
Into Practice

CORE 5 ECTS

Stage 2 (Middle School)

ARCT 20050
Architectural Design III

CORE 15 ECTS

ARCT 20020
The Indoor Environment

CORE 5 ECTS

ARCT 20130
Imagining Architecture

CORE 5 ECTS

ARCT 20040
History & Theory III
Survey Course II
CORE 5 ECTS

Stage 3 (Middle School)

ARCT 30010
Architectural Design V

CORE 15 ECTS

ARCT 30090
Architectural Technologies IV
Systems Production & Asse.
CORE 5 ECTS

CVEN 30100
Theory and Design of
Structures III
CORE 5 ECTS

ARCT 30030
History & Theory IV
Architecture, Urban & Land.
CORE 5 ECTS

SEMESTER II

ARCT 10020
Architectural Design II

CORE 15 ECTS

ARCT 10040
Architectural Technologies I
Intro to Building Envelope
CORE 5 ECTS

ARCT 10070
History & Theory II
Survey Course I
CORE 5 ECTS

CVEN 10020
Theory and Design of
Structures I
CORE 5 ECTS

ARCT 20010
Architectural Design IV

CORE 15 ECTS

ARCT 20100
Architectural Technologies II
Building Frames & Skins
CORE 5 ECTS

CVEN 20040
Theory and Design of
Structures II
CORE 5 ECTS

ELECTIVE 5 ECTS

ARCT 30040
Architectural Design VI

CORE 15 ECTS

ARCT 30100
Architectural Technologies V
Integrated Building Process
CORE 5 ECTS

ARCT 30130
Framework for Practice

CORE 5 ECTS

ELECTIVE 5 ECTS

In-programme elective offered by UCD Architecture:

ARCT 10080 - Visualisation and Photographic Technique

5 ECTS

Curriculum 2016	V.2
Programme:	BHARCH001 BSc(Architectural Science)
Major:	SSS1 Architectural Science
School:	School of Architecture
SSS1_S1	Architectural Science S1

Core					
Semester 1	Module Code	Module Title	Credits	Level	
SEM_1	ARCT 10010	Architectural Design I	15 Credits	level: 1 (Introductory)	
SEM_1	ARCT 10030	Architecture & its Environment	5 Credits	level: 1 (Introductory)	
SEM_1	ARCT 10090	His and Theory of the Des Env I - Perspectives on Architecture	5 Credits	level: 1 (Introductory)	
SEM_1	ARCT 10120	Into Practice	5 Credits	level: 1 (Introductory)	
Semester 2	Module Code	Module Title	Credits	Level	
SEM_2	ARCT 10020	Architectural Design II	15 Credits	level: 1 (Introductory)	
SEM_2	ARCT 10040	Architectural Technologies I: Introduction to Building Envelope	5 Credits	level: 1 (Introductory)	
SEM_2	ARCT 10070	His & Theory of Des Env II - Survey Course 1	5 Credits	level: 1 (Introductory)	
SEM_2	CVEN 10020	Theory&Design of Struct I	5 Credits	level: 1 (Introductory)	

CREDIT SUMMARY	
Module	Credits
Core	60
Option	0
Elective	0
Total	60

SSS1_S2 Architectural Science S2

Core					
Semester 1	Module Code	Module Title	Credits	Level	
SEM_1	ARCT 20050	Architectural Design III	15 Credits	level: 2 (Intermediate)	
SEM_1	ARCT 20020	The Indoor Environment	5 Credits	level: 2 (Intermediate)	
SEM_1	ARCT 20130	Imagining Architecture	5 Credits	level: 2 (Intermediate)	
SEM_1	ARCT 20040	His & Theory of Des Env III - Survey Course 2	5 Credits	level: 2 (Intermediate)	
Semester 2	Module Code	Module Title	Credits	Level	
SEM_2	ARCT 20010	Architectural Design IV	15 Credits	level: 2 (Intermediate)	
SEM_2	ARCT 20100	Architectural Technologies II: Building Frames and Skins	5 Credits	level: 2 (Intermediate)	
SEM_2	CVEN 20040	Theory & Design of Struct II	5 Credits	level: 2 (Intermediate)	
SEM_2	Elective		5 Credits		

In-Programme Electives:					
SEM_2	ARCT 10080	Visualisation and Photographic Technique	5 Credits	level: 1 (Introductory)	

CREDIT SUMMARY	
Module	Credits
Core	55
Option	0
Elective	5
Total	60

SSS1_S3 Architectural Science S3

Core					
Semester 1	Module Code	Module Title	Credits	Level	
SEM_1	ARCT 30010	Architectural Design V	15 Credits	level: 3 (Degree)	
SEM_1	ARCT 30090	Architectural Technologies IV: Systems, Production and Assembly	5 Credits	level: 3 (Degree)	
SEM_1	CVEN 30100	Theory & Design of Struct III	5 Credits	level: 3 (Degree)	
SEM_1	ARCT 30030	His & Theory of Des Env IV - Architecture, Urban and Landscape	5 Credits	level: 3 (Degree)	
Semester 2	Module Code	Module Title	Credits	Level	
SEM_2	ARCT 30040	Architectural Design VI	15 Credits	level: 3 (Degree)	
SEM_2	ARCT 30100	Architectural Technologies V: Integrated Building Process	5 Credits	level: 3 (Degree)	
SEM_2	ARCT 30130	Framework for Practice	5 Credits	level: 3 (Degree)	
SEM_2	Elective		5 Credits		

In-Programme Electives:					
SEM_2	ARCT 10080	Visualisation and Photographic Technique	5 Credits	level: 1 (Introductory)	

CREDIT SUMMARY	
Module	Credits
Core	55
Option	0
Elective	5
Total	60

A list of off-campus programs, description of facilities and resources, course requirements, and length of stay:

As mentioned in Section 1.2.1 'Students' in order to facilitate student participation in off-campus activities, the weekly class schedule is constructed so that students have normally Thursday free from lectures and studio. Additionally two weeks of the academic year are scheduled for 'Fieldwork/Study period'.

On Erasmus / International exchange student exchange:

The main off-campus activity that our MArch students undertake is through our student exchange programme. We see our school as locally rooted and globally connected. More than 60% of our students from the MArch programme use the opportunity to study for a semester in one of our partner schools in Asia, Australia, the US, but mostly in Europe. Our students agree in advance and confirm the modules they will be taking during their stay in another host institution with the UCD Programme coordinator prior to travel, the modules from the host institute must fulfill our required learning outcomes for that semester and they should earn at least 25 ECTS per semester (~12.5 US Credits). On their return, at the beginning of the final year the student work from the Erasmus and International exchange will be exhibited to the school. This gives the opportunity to the faculty, staff and the student body to discuss the work, which was produced in one of our partner schools. It also gives students an invaluable opportunity to experience architecture in a variety of cultural contexts. We also receive an increasing number of international students from our partner schools for the BSc in Architectural Science and for the MArch programme which makes UCD Architecture a truly international school.

For further information: <<http://www.ucd.ie/a pep/about/erasmusnon-euexchangeopportunities/>>

The current list of our Erasmus and International Partner Schools:

No	City, Country	Host Institute
		ERASMUS
1	Austria, Vienna	Technische Universität Wien
2	Denmark, Aarhus	Arkitektskolen I Aarhus
3	Finland, Oulu	Oulun Yliopisto, Oulu
4	France, Lille	Ecole Nationale Supérieure d'Architecture et de Paysage de Lille
5	France, Nantes	Ecole nationale supérieure d'architecture de Nantes
6	France, St.Etienne	École d'Architecture de Saint-Étienne
7	Germany, Munich	Technische Universität München - TUM

8	Germany, Stuttgart	Universität Stuttgart
9	Germany, Weimar	Bauhaus Universität
10	Liechtenstein, Vaduz	Fachhochschule Liechtenstein
11	Netherlands, Delft	Technische Universiteit Delft
12	Norway, Oslo	Arkitekt hogskolen I Oslo
13	Norway, Trondheim	Norges teknisk-naturvitenskapelige universitet – NTNU
14	Poland, Gdansk	Politechnika Gdanska
15	Spain, Madrid	Escuela Técnica Superior de Arquitectura de Madrid - ETSAM
16	Spain, Zaragoza	Universidad de Zaragoza
17	Sweden, Lund	Lunds Tekniska Högskola
18	Sweden, Stockholm	Kungl Tekniska Hogskolen Stockholm
19	Switzerland, Fribourg	Ecole d'ingénieurs et d'architectes de Fribourg
		Non European Exchange
20	Australia, Brisbane	University of Queensland
21	Australia, Perth	University of Western Australia (UWA)

22	Australia, Sydney	University of Sydney, Australia
23	Canada, Vancouver	University of British Columbia
24	China, Beijing	Tsinghua University
25	China, Harbin	Harbin Institute of Technology
26	China, Zhejiang	Zhejiang University
27	HONG-KONG	Chinese University of Hong Kong
28	HONG-KONG	University of Hong Kong
29	New Zealand, Auckland	University of Auckland
30	Singapore	National University of Singapore
31	South Korea, Seoul	Korea University
32	USA, Berkley & LA, CA	University of California (UCLA & UC Berkley)
33	USA, Blacksburg, VA	Virginia Polytechnic Institute (Virginia Tech)
34	USA, Buffalo, NY	State University of New York, Buffalo
35	USA, Charlottesville, VA	University of Virginia

2.2.3 Curriculum Review and Development

The APR must include a description of the composition of the program's curricular review process including membership of any committees or panels charged with responsibility for curriculum assessment, review, and development. This description should also address the role of the curriculum review process relative to long-range planning and self-assessment.

As stated in 1.1.2, the **Architecture, Landscape, Planning and Environmental Policy Programme Board** is answerable to the University Programmes Boards and to Academic Council for the design, development, regulation and quality of, and for overseeing the delivery of the programmes under its remit.

The design studios are chaired by Architects, who are registered to practice in Ireland and members of the Royal Institute of the Architects of Ireland (RIAI) which is the Regulatory and Supporting body for Architects in Ireland. The Professor of Design, who leads the Studio programme, is a member of the Architecture, Landscape, Planning and Environmental Policy Programme Board and a practicing Architect.

The initial Curriculum Review for the studio programme happens during the school's walkabout. As stated in 1.1.5, the Walkabout is a twice-yearly day-long critical review of the studio teaching programme which is a faculty event. The walkabout process ensures that the programme is subject to review at the end of each semester and all the teaching staff are invited to take part. Any recommendation from the walkabout will be discussed in the Programme Board as well as at the School Executive.

The input of external examiners, during their annual visits, and through their subsequent reports, also plays a vital role in ongoing review and improvement. These reports are also received and reviewed by the University's Registrar (Chief Academic Officer of the University), so that there is a strong imperative to respond to their suggestions.

In 2016/17, all UCD taught degree programmes went through the Curriculum Review Process, led by the Registrar. It was established to address the opportunities and the challenges presented by the maturing Modular Curriculum (UCD adapted Modular Curriculum a decade ago), within the strategic context set by the Vision for UCD Graduates in 2020. The Curriculum Review is timely. One of the main objective of this initiative is to develop a Programme Specific Curriculum. To our advantage the programme is very much accustomed to the process of mapping and reviewing the overall curriculum through external accreditation bodies and this review was very beneficial. Further information on UCD wide Curriculum Review and Enhancement Project: <http://www.ucd.ie/teaching/projects/curriculumreviewandenhancement/>

Along with these annual and ongoing practices, the programme is subject to review under the terms of its accreditation by both the RIAI (Royal Institute of Architects in Ireland) and the RIBA (Royal Institute of British Architects). Both accrediting bodies do accreditation visits on a five-year cycle. The school had visits from both institution in 2013 (in June and October) and in both instances received a recommendation of continuing accreditation for five years. The next accreditation visits from the RIAI and RIBA are scheduled for June and October 2018.

The school is also subject to cyclical internal review through the University's Quality Assessment/ Quality Improvement process. The School of Architecture, Planning and Environmental Policy went through the QA/QI Process in 2015/16. As described in 1.1.5, this involved the preparation of a detailed Self-Assessment

Report, and a review from a visiting panel, and resulted in a set of commendations and recommendations for quality improvement, which are in the process of being acted upon. Report available here: <http://www.ucd.ie/quality/reviewreports/qualityreviewreports/2015-2016/>

2.3 Evaluation of Preparatory/Pre-professional Education

The APR must include the following:

- A description of the process by which the preparatory education of students admitted to the substantially equivalent program is evaluated. This description should include the process for verifying general education credits, professional credits, and, where appropriate, the basis for granting “advanced standing.” These are to be documented in a student’s admissions and advising record (see also 1.2.1).

- If applicable, SPC that are expected to have been met in preparatory or pre-professional education are to be documented in the top line of the SPC matrix (see Part II, Section 1).

[NOTE: A review of course titles and descriptions in and of itself is not considered sufficient for this activity.]

UCD Architecture offers a three-year BSc in Architectural Science as the Preparatory / Pre-Professional degree. It is accredited by the Royal Institute of British Architects (RIBA) with the Part I qualification. There are two main elements to the programme – project work (architectural design, technical detailing, drawing and model making) and lecture programmes (historical and theoretical material). Project work is taught in the architecture design studios through a combination of lectures, individual tuition, field trips, group tutorials, large reviews and exhibitions. Lecture-based modules are grouped under the broad headings of Technical (Architectural Technologies, Structures, Environmental Science, Sustainability) and Cultural (Architectural History and Theory, Ecology, Conservation, Urban & Landscape). Modular descriptors from the BSc programme are attached to this APR. Many student performance criteria are introduced in the Preparatory degree, whereas the SPCs are covered in the MArch Programme.

Admission to the MArch:

It is important to note that in the academic year 2016/17 more than 83% of MArch candidates were from UCD. However, the school is doing extensive work to move towards a more diverse intake. The fact that at the time of Visit 2 more than 90% of MArch candidates were from UCD shows that this work has been successful. Most of our external candidates come from the UK. We also received students from Asia (China), Europe and the US. The UCD Admissions Office keeps the record of student applications, prior qualifications, portfolios and other relevant documents from accepted external candidates. Please refer to 1.2.1 (Students) for more information.

Admission requirements for direct entry to two year MArch - 120 ECTS* (60 US credits) Programme:

UCD Candidates: Progression requirement from BSc (Architectural Science) to MArch: Minimum degree award GPA 2.8 (mid 2H2) for automatic progression. Students who do not achieve a GPA of 2.8 will be offered an interview to assess their suitability to progress.

External Candidates: Minimum degree award of GPA 3.08 (2H1 or equivalent) in a Bachelor’s level Architecture Degree or another approved equivalent degree with a minimum of 6 semesters of architectural education, subject to interview and portfolio review. Applicants apply online and submit the

following documents for review:

- Academic Transcripts
- Portfolio
- Personal Statement
- Two Academic References
- Other supporting documents

Transcripts are checked by UCD Admissions and the Programme Office. The Programme Office informs the MArch Admissions Committee in regular intervals to review portfolios and other submitted material. If two members of the committee agree to short-list a candidate for an interview, then that message will be passed on to the Programme Office. Programme Office coordinates the interview process.

Current Composition of the Admissions Committee:

- Dean of Architecture Hugh Campbell
- Associate Dean of ALPEP Daniel P. Sudhershan
- MArch Program Coorinator Emmett Scanlon
- Design Studio MArch Yr 1 Coordinator Orla Murphy
- Head of Design Studio and MArch Thesis Coordinator Michael Pike

Interview and Portfolio reviews are held in regular intervals. Normally two members of the committee interview the candidates. Architecture Programme Officer Erin O'Malley takes part in the interview process and informs the candidates about the outcome.

2.4 Public Information

2.4.1 Statement on Substantially Equivalent Degrees

As per *The 2012 NAAB Conditions for Substantial Equivalency* in order to promote an understanding of the substantially equivalent professional degree by prospective students, parents, and the public, the exact language provided by the NAAB has been attend to the school website and will feature in all future catalogues and promotional materials. See MArch webpage here

<<http://www.ucd.ie/eacollege/studywithus/architectureandplanning/architecture/index.html>>

2.4.2 Access to NAAB Conditions and Procedures

As per *The 2012 NAAB Conditions for Substantial Equivalency* in order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, *The 2012 NAAB Conditions for Substantial Equivalency* and *The NAAB Procedures for Substantial Equivalency* document are publically available through links the MArch webpage, along with a link to the NAAB website, see: <http://www.ucd.ie/a pep/about/architecture/>

2.4.3 Access to Career Development Information

UCD Architecture Open Day: Every year the school holds an Open Day for prospective students and their parents, to visit the school and get information about architecture and architecture career prospects. This event is open to all. <https://myucd.ucd.ie/events/index.do> In addition an Architecture Workshop (Architecture Summer School for Potential Candidates) is held on the first Tuesday of June. The Architecture Open-day (<http://ucdsummerschool.ie>) is aimed at parents it gives them an opportunity to asked deeper questions as their children prepare for life as an architecture student. UCD Career Office (<http://www.ucd.ie/careers/>), as mentioned in section 1.2.1, is available to offer career advice to students. General information for prospective students is given on the UCD website for the Pre-Professional BSc in Architectural Science: <https://myucd.ucd.ie/program.do?programID=70>

BSc final year students get career development advisory talk from the Programme Coordinator. The school tutorials on Portfolio preparation for job applications and also Interview training.

BSc and MArch final year students get an advisory session from the Career development office. Professional Practice tutor also talk to the MArch final year students about Career options.

2.4.4 Public Access to APRs and VTRs

As *The 2012 NAAB Conditions for Substantial Equivalency* In order to promote transparency in the process of substantial equivalency in architecture education, the memorandum prepared by the NAAB following the second visit in Autumn is available to the public via the MArch webpage see

< <http://www.ucd.ie/t4cms/NAAB-Visiting-Team-Report-for-Visit-Two.pdf>>

The APR for Visit 2 which was submitted in July 2014 is available to the public via the MArch website:

<http://www.ucd.ie/t4cms/UCD-Architecture-Programme-Report-Visit-Two-July-2014.pdf>

3. Progress Since the Last Site Visit

i) 3.1 Summary of Responses to the Team Finding: UCD Architecture addressed the Conditions Not Met and Causes of Concern since the last visit.

Conditions Not Met / Not Yet Met:

I.2.3 Physical Resources (Not Met): See detailed response in 3.1.2 Responses to Causes of Concern.

II.1.1 Student Performance Criteria (Not Met Yet): The School made major changes to the SPC Not Met Yet modules to address and to Meet the Conditions in the coming visit in Fall 2017. The initially planned Visit 3 in Spring / Fall 2016 was postponed to allow more time to develop and deliver the Learning Outcomes to fulfill the Not Yet Met SPCs . See 3.1.1 Responses to Conditions Not Yet Met.

Causes of Concern: See Response in 3.1.2

3.1.1. Responses to Conditions Not Met:

Realm A: Critical Thinking and Representation:

1) A.4. Technical Documentation:

Response to SPC A.4. Technical Documentation: This criteria were covered mainly through MArch Year 1 modules in the Technology Studios: Design Technologies 1 (ARCT40010) in Semester 1 and through Agency: Design Build (ARCT40870). SPC A.4. was addressed in the Thesis Design Seminar module (ARCT41110) too. The Visiting Team from Fall 2014 acknowledges the evidence of technical drawing skills through many modules, but not the ability to prepare an outline specification. In response the School redesigned the Technology Studio Modules to fulfill this particular SPC requirement to produce Technical Documentation.

2) A.9. Historical Traditions and Global Culture:

Response to SPC A.9. Historical Traditions and Global Culture: UCD Architecture acknowledges the issue. The School developed a new lecture series for the MArch Yr 2 students which covered the following topics in 2016/17:

1. Landscapes of the Silk Road
2. Chang'an
3. Nara
4. Oasis cities in the Tarim Basin
5. Samarkand

We are developing this lecture series and hoping to cover more territory in the coming years. We are also working with the Global Architectural History Teaching Collaborative (GAHTC) to develop the lecture series further.

3. A.10. Cultural Diversity:

Response to SPC A.10. Cultural Diversity: UCD's Approach: The SPC A.10. is addressed mainly by the following modules: in MArch Year 1 through Architectural Design VII (ARCT 40040 - Sem1) and Architectural design VIII (ARCT40050 - Sem2) and through Thesis Design Seminar in MArch Year2. The cohort of students attending the MArch program is increasingly diverse with students participating from Ireland, the United Kingdom, USA, China, France, Spain, Italy, Scandanavia and the Nordic Countries and Australia, particularly in MArch Year 1 through Exchange Programs.

In MArch Year 1, we elected to set a focus on the topic of housing specifically to enable us to manage this diversity and harness it for pedagogic benefits. Housing has provided a topic for discussion, debate and sharing which is enabling this cohort to learn and understand local issues of each individual student within a global context and through the framework of housing – an issue facing all students while in Dublin and in their home countries. We also specifically ask students to present instances of home and living in their countries to share and we carry out specific precedents and research on projects relating to some of the nationalities of our students.

Realm B: Integrated Building Practices, Technical Skills and Knowledge:

Conditions Not Met in Realm B: B1, B2, B4, B5, B6, B7, B8, B9 and B11.

Response: The School would like to collectively respond to all the Realm B SPCs mentioned above. The School took specific measures to fulfill these criteria:

- To address the SPC B6 (Comprehensive Studio) in particular, the School replaced Design Studio Option (ARCT40590) module with a new Comprehensive Design Studio (ARCT41120) module in the new academic year 2015/16 after the visit. Significant changes were made again in the academic 2016/17.

- MArch Year1 module Design Technologies I (ARCT40010) was redesigned to address the specific issues raised by the Visiting Team.

- Initially the Visit 3 was planned for Spring or Fall of 2016. However, the School decided to postpone Visit 3 to Fall 2017 to allow the School more time to fulfill the criteria.

3.1.2 Responses to Causes of Concern:

The Visiting Team expressed two related causes for concern, as follows:

Strategic Objectives and Physical Constraints – The program’s strategic plan calling for enrolment increases will eventually intersect with available space and academic resources. This appears to be a near-term problem rather than an intermediate- or long-term problem.

I In the period since the NAAB visit, UCD Architecture has revisited and recalibrated its enrolment plan. Overall numbers are not now project to grow to anything like the same extent. The emphasis will be on greater retention of students between the undergraduate and graduate programmes, combined with a continuing growth in the proportion of international students. The overall numbers in the programme will move from 270 to 310 approximately over the coming three years. More details of this plan will be available at the site visit, as necessary.

Meanwhile other areas of the School’s programmes, which housed in spaces with greater capacity – specifically Newstead for Landscape Architecture and the Planning Building - will target growth in student numbers.

II These plans are developed in the context of an acknowledged need for additional space and an improvement to the accessibility and fire safety of the teaching environment. The School has been working with the College and the University’s estate management team to resolve these issues.

A study commissioned by the school in 2015 identified a number of strategies for development, including a limited amount of new-build and a reordering of some interior arrangement, with the addition of vertical circulation. This plan was promoted to College and University. However, it ran counter to the overall direction of the University’s development plan, which was being produced at the time. Using a zoning system, this plan envisaged a concentration of all academic units in the main campus. In this scenario, APEP would move to a new-build facility next to Engineering in Belfield. The Richview library would be incorporated as distinct facility within the main campus library. For further information:

<http://www.ucd.ie/t4cms/UCD16036-Campus-Development-online.pdf> *(This link is not working directly, but works when cut and paste. We will provide a printed copy to the Visiting board)*

s currently among a number seeking private funding in order to progress, a process which will play out over the next few years. In the meantime, while a number of issues in Richview can, and are, being addressed in the short term, the more thoroughgoing renovation and renewal that is necessary is compromised by three factors: the nature of the Richview estate with many listed buildings, the lack of available funding and the fact that the development plan envisages a medium-term exit from the buildings.

It is notable also that visiting students, external examiners and the QA/QI visiting team all attest to the character of the Richview campus and its benefits in terms of student experience, and that - as demonstrated by any number of educational projects involving sensitive renovation and expansion – an enlarged and revitalised Richview remains a viable prospect.

Curriculum Transition and Adjustment – Prior to this visit the program was in transition from its two-year BArch curriculum to a two-year MArch curriculum. After the program receives the VTR and Board’s recommendation, it might revisit or adjust the transition strategy.

3.2 Summary of Responses to Changes in the NAAB Conditions:

N/A. The School worked on NAAB Conditions 2012 for the Visit 2 in Fall 2014.

4.0 Supplemental Information

4.1 Below are course descriptions of the Core Modules for Years 1 and 2 : Semesters 1 and 2 of Academic Years 2015 - 2016 and 2016 - 2017.

Academic Year 2015 - 2016 - MArch Year 1 - Semester 1

Core Modules : (ARCT40040, ARCT40010, ARCT40020)

ARCT40040 Architectural Design VII (15 ECTS credits = 7.5 US credits)

Course Description: As part of the first year of the two year MArch programme, this module is structured to encourage and facilitate independent thinking, autonomous learning and the further development of critical skills in architecture, including research by and through design. Students will be required to work individually and/or in small groups and/or across modules, and/or with students from other modules for a period of up to 10 weeks. During these 10 weeks students will be involved in research and design projects in a studio setting. These 10 weeks will conclude with a final review. For the remaining 2 weeks of the semester students will work to reflect, collate, edit and present their design work in a small exhibition / presentation. Teaching staff will set a framework and structure to direct the thinking of the studio, responding to relevant and critical themes in architecture and society. The studio will consist of structured individual and group tutorials, lectures and seminars and student led discussions. This module must be passed in order to progress to Year 5 / March II.

Course Goals & Objectives: Each student is required to submit an individual, collated and organised physical and digital portfolio of work to represent work for the first 10 week and a small exhibition/publication to represent work for the final two weeks. These will be marked separately. The portfolio must include all drawings, models and sketches that must demonstrate the following: •Critical thinking; •Research analysis and critical evaluation; •The use of design as a means of investigation and research; and, •Evidence of the ability to pursue an architectural problem from strategy to a good level of detailed resolution. A detailed clarification of these headings pertaining to the specific module will be issued at the start of the semester.

Student Performance Criteria Addressed: A. 1. Communication Skills; A. 2. Design Thinking Skills; A. 3. Visual Communication Skills; A.5. Investigative Skills; A. 6. Fundamental Design Skills; A. 7. Use of Precedents; A.9. Historical Traditions and Global Culture, A.10. Cultural Diversity; A.11. Applied Research- in part; B.1. Pre-Design, B.3 Sustainability, B. 6. Comprehensive Design, B. 12. Building Materials - part, and Assemblies; C.1. Collaboration, C. 2. Human Behaviour, C.3 Client Role in Architecture , C.6 Leadership, C.8 Ethics and Professional Judgement, C.9. Community and Social Responsibility.

Topical Outline:

Small Group	40 hours
Tutorial	6 hours

Seminar	60 hours
Autonomous Student Learning	210 hours
Total	316 hours

Prerequisites: None

Textbooks/Learning Resources: Argan, G. C., *The Renaissance City*; Bastlund, K *Architecture, City Planning, Urban Design*; Leatherbarrow, David, *Working Materials*

Offered (semester and year): Year 1, Semester 1

Faculty assigned:

Module Coordinator: Emmett Scanlon.

Contributors: Alice Clancy, Fiona Hughes, Mary Laheen, Orla Murphy, Mike Odell

Core Module MArch Programme Year 1-Semester 1 2015–2016

ARCT40010 Design Technologies I: Integrated Design Strategies (5 ECTS credits = 2.5 US credits)

Course Description: Integrated Design Strategies Lectures on environmentally based construction, structural and material technologies starting with design principles with respect to material choices in structure and enclosure technologies. Overview of sustainable building principles, envelope technologies and the appropriate selection and assembly of materials for energy performance. This material will be applied as design strategies in project work and focus on specific issues or technological concerns raised in the lecture courses.

Course Goals & Objectives: On completion of this module it is anticipated that students will be able to; Discuss implications of material and structural choices in terms of environmental impact, performance and regulations. Assess site potentials and identify appropriate organizational or material strategies in reference to site and brief to optimize environmental and energy performance. Demonstrate understanding of structural principles and environmental/building physics in schematic design and to extend this understanding into detail realization in design project

Student Performance Criteria Addressed: A.1. Communication Skills, A.2. Design Thinking Skills, A. 3 Visual Communication Skills, A.4. Technical Documentation, A.5. Investigative Skills, A.6. Fundamental Design Skills, A.8 Ordering Systems Skills B.2. Accessibility, B.3. Sustainability, B.4. Site Design, B.5. Life Safety, B. 6. Comprehensive Design, B.7 Financial Considerations, B.8. Environmental Systems, B.9. Structural Systems, B. 10. Building Envelope Systems; B. 11. Building Service Systems; B. 12. Building Materials and Assemblies; C. 1. Collaboration, C.3 Client Role in Architecture, C.4 Project Management, C.5 Practice Management, C.8 Ethics and Professional Judgement.

Topical Outline:

Lectures	12
Practical	36
Autonomous Student Learning	62
Total	110

Prerequisites: None

Textbooks/Learning Resources: *A Green Vitruvius: Principles and Practice of Sustainable Architectural Design* - by Vivienne Brophy and J. Owen Lewis, (James & James Science Publishers, 1999); - The Zerofootprint Re-Skinning Awards - reskinningawards.com; *Environmental Design "An introduction for architects and engineers"* ed. Randall Thomas; Part L of the Building Regulations, "Conservation of Fuel and Energy"; *Constructing Architecture "Material Processes Structures"* A Handbook. ed. Andrea Deplazes

Offered (year and semester): Year 1 Semester 1

Faculty assigned: Module Coordinator: Tiago Faria. Contributors: Pierre Long.

Core Module MArch Programme Year 1-Semester 1 2015–2016

ARCT40020 Research & Innovation in the Designed Environment I (5 ECTS credits = 2.5 US credits)

Course Description: The course offers a series of small-group thematic seminars. One of these seminars is to be taken in order to explore through readings, fieldwork and presentation the evolution, production, perception, and innovation of the designed environment. Studies will engage with a range of pressures that have moulded the designed environment in the past and demand changes for the future: these may include: the social and cultural, historical, geographical as well as the environmental and technical. The structure of the programme will involve group seminars, assignments, and presentations. In addition there will be presentations on research methods and keynote lectures.

Course Goals & Objectives: On completion of this module students should be able to: 1. Establish individual research skills and develop critical thinking as instruments for appraisal and innovation in the culture of architecture and landscape. 2. Have acquired the skills of communication and documentation of research and critical thinking.

Student Performance Criteria Addressed: A.1. Communication Skills, A.2. Design Thinking Skills, A. 3 Visual Communication Skills, A.5. Investigative Skills, A.7. Use of Precedents, A.9 Historic Traditions and Global Culture, A.10 Cultural Diversity, A.11 Applied Research,; C. 1. Collaboration, C.2. Human Behavior.

Topical Outline:

Lectures	10 hours
Seminar	15 hours
Autonomous Student Learning	90 hours
Total Workload	115 hours

Prerequisites: None

Textbooks/Learning Resources: Carroll, F. 'The Ancient Name of the Poddle' in *Dublin Historical Record*, Vol. 13, No. 3/4, An Tostal (1953); Jacobs, Jane *The Death and Life of Great American Cities* (Toronto 1993); Lynch, Kevin *Image of the City*; John Berger, *Ways of Seeing*; Stephen Shore, *The Nature of Photographs*; David Hockney, *Secret Knowledge*; Steen Eiler Rasmussen, *Experiencing Architecture; Necessity for Ruins and Other Topics*;

Offered (year and semester): Year 1 Semester 1

Faculty assigned: Module Coordinator: Samantha Martin McAuliffe. Contributors: Hugh Campbell, Kevin Donovan, Merlo Kelly, Stephen Mulhall, Finola O’Kane-Crimmins, Stephen Tierney.

Academic Year 2015 - 2016 - MArch Year 1 - Semester 2

Core Modules : ARCT40050, ARCT40080

ARCT40050 Architectural Design VIII (15 ECTS credits = 7.5 US credits)

Course Description: As part of the first year of the two year MArch programme, this module is structured to encourage and facilitate independent thinking, autonomous learning and the further development of critical skills in architecture, including research by and through design. Students will be required to work individually and/or in small groups and/or across modules, and/or with students from other modules for a period of up to 10 weeks. During these 10 weeks students will be involved in research and design projects in a studio setting. These 10 weeks will conclude with a final review. For the remaining 2 weeks of the semester students will work to reflect, collate, edit and present their design work in a small exhibition / presentation. Teaching staff will set a framework and structure to direct the thinking of the studio, responding to relevant and critical themes in architecture and society. The studio will consist of structured individual and group tutorials, lectures and seminars and student led discussions. This module must be passed in order to progress to Year 5 / March II.

Course Goals & Objectives: Each student is required to submit an individual, collated and organised physical and digital portfolio of work to represent work for the first 10 week and a small exhibition/publication to represent work for the final two weeks. These will be marked separately. The portfolio must include all drawings, models and sketches that must demonstrate the following: •Critical thinking; •Research analysis and critical evaluation; •The use of design as a means of investigation and research; and, •Evidence of the ability to pursue an architectural problem from strategy to a good level of detailed resolution. A detailed clarification of these headings pertaining to the specific module will be issued at the start of the semester.

Student Performance Criteria Addressed: A. 1. Communication Skills; A. 2. Design Thinking Skills; A. 3. Visual Communication Skills; A.5. Investigative Skills; A. 6. Fundamental Design Skills, A.7 Use of Precedents A.9. Historical Traditions and Global Culture - in part, A.10. Cultural Diversity; A.11. Applied Research; B.1 Pre-Design, B.3 Sustainability, B.6 Comprehensive Design, B.12 Building Materials and Assemblies, C. 1. Collaboration; C. 2. Human Behaviour; C.3 Client Role in Architecture, C.6 Leadership, C. 8. Ethics and Professional Judgment; C.9. Community and Social Responsibility

Topical Outline:

Small Group	40 hours
Tutorial	6 hours
Seminar	60 hours
Autonomous Student Learning	210 hours
Total	316 hours

Prerequisites: None

Textbooks/Learning Resources: Lunn, P. and Fahey, T (2011), *Households and Family Structures in Ireland*; MVRDV (010 Uitgeverij; Jan 1998), *Housing: Farmax : Excursions on Density*; French Hilary (Yale University Press; October 9, 2006), *New Urban Housing*; Luisella Gelsomino, Ottorino Mainoni, *European Housing Concepts 1990-2010*;

Offered (semester and year): Year 1 Semester 2

Faculty assigned: Module Coordinator: John (Emmett) Scanlon.

Contributors: Gerry Cahill, Fiona Hughes, Mary Laheen, Laurence Lord, Orla Murphy.

Core Module MArch Programme Year 1 Semester 2 2015–2016

ARCT40080 Research and Innovation in the Designed Environment II (5 ECTS credits = 2.5 US credits)

Course Description: The course offers a second series of small-group thematic seminars. One of these seminars is to be taken in order to explore through readings, fieldwork and presentation the evolution, production, perception, and innovation of the designed environment. Studies will engage with a range of pressures that have moulded the designed environment in the past and demand changes for the future: these may include: the social and cultural, historical, geographical as well as the environmental and technical. The structure of the programme will involve group seminars, assignments, and presentations. In addition there will be presentations on research methods and keynote lectures.

Course Goals & Objectives: On completion of this module students should be able to: 1. Establish individual research skills and develop critical thinking as instruments for appraisal and innovation in the culture of architecture and landscape. 2. Have acquired the skills of communication and documentation of research and critical thinking

Student Performance Criteria Addressed: A.1. Communication Skills, A.2. Design Thinking Skills, A. 3 Visual Communication Skills, A.5. Investigative Skills, A.7. Use of Precedents, A.9. Historical Traditions and Global Culture, A.10. Cultural Diversity, A.11. Applied Research, C. 1. Collaboration, C.2. Human Behavior.

Topical Outline:

Lectures	10 hours
Seminar	15 hours
Autonomous Student Learning	90 hours
Total	115 hours

Prerequisites: None

Textbooks/Learning Resources: Carroll, F. 'The Ancient Name of the Poddle' in Dublin Historical Record, Vol. 13, No. 3/4, An Tostal (1953); Jacobs, Jane The Death and Life of Great American Cities (Toronto 1993); Lynch, Kevin Image of the City; John Berger, Ways of Seeing; Stephen Shore, The Nature of Photographs; David Hockney, Secret Knowledge; Steen Eiler Rasmussen, Experiencing Architecture; Necessity for Ruins and Other Topics;

Offered (year and semester): Year 1 Semester 2

Faculty assigned: Module Coordinator: Samantha Martin-Mcauliffe .

Contributors: Kevin Donovan, Merlo Kelly, Stephen Mulhall, Finola O'Kane-Crimmins, Stephen Tierney.

Academic Year 2015 - 2016 - MArch Year 2 - Semester 1

Core Modules : ARCT40190, ARCT40610 (Semester 1 & 2), ARCT41120, ARCT41130 (Semester 1 & 2)

Core Module MArch Programme Year 2 Semester 1 2015–2016

ARCT41120 Comprehensive Design Studio (15 ECTS credits = 7.5 US credits)

Course Description: The Comprehensive Design Studio is carried out in the first semester of Year 2. As a means of starting the year's work the students are asked to work both individually and in a group to design a significant building to a comprehensive level of detail. This will require them to think both conceptually and contextually in relation to organisation, function, materiality and structure. This project is seen as an opportunity for the students to set out, define and elaborate their architectural position in preparation for the thesis, as well as to demonstrate their skill. This work will begin with an individual design phase where the students will be asked to look at the urban intention and general organisation. For the second phase of work the students are asked to work in a group that will be chosen on the basis of a common strategy at the Interim Review. The group will develop the building design at a range of scales, considering the relationship to context as well as the detailed making of parts of the project. Students will be expected to develop clear individual positions within the overall studio. The studio will consist of structured individual and group tutorials, lectures and seminars and student led discussions. The Comprehensive Design Studio may also include tutorials and seminars by visiting and guest tutors.

Course Goals & Objectives: Each student is required to submit an individual, collated and organised portfolio of work, including all drawings, models and sketches that must demonstrate the following: 1.Critical thinking; 2.The use of design as a means of investigation and research; 3.An understanding of the structural, tectonic and material aspects of architecture; 4.Evidence of the ability to pursue an architectural problem from strategy to a good level of detailed resolution; 5.Evidence of a clear understanding of the architect's role and value to society; 6.An ability to communicate clearly and with commitment verbally and via the written word and via drawings and models and architectural media; 7.An ability to initiate, develop and conclude project work in architectural design, working both individually and in a group.

Student Performance Criteria Addressed: A. 1. Communication Skills; A. 2. Design Thinking Skills; A. 3. Visual Communication Skills; A.5. Investigative Skills; A. 6. Fundamental Design Skills; A. 7. Use of Precedents; A.9. Historical Traditions and Global Culture - in part, A.10. Cultural Diversity; A.11. Applied Research; B. 2 Accessibility, ; B.5 Life Safety, B.6 Comprehensive Design, C. 1. Collaboration- in part; C. 2. Human Behavior, C.8 Ethics and Professional Judgement, C.9. Community and Social Responsibility

Topical Outline:

Small Group	60 hours
Tutorial Seminar	90 hours
Autonomous Student Learning	240 hours
Total	390 hours

Prerequisites: None

Textbooks/Learning Resources: Individual learning resources depending on their thesis topic

Offered (year and semester): Year 2, Semester 1

Faculty assigned: Module Coordinator: Michael Pike.

Contributors: Chris Boyle, Gerry Cahill, Peter Cody, Will Dimond, Marcus Donaghy, Tiago Faria, Mary Laheen, Orla Murphy, Sheila O'Donnell, John Parker, Emmett Scanlon, Peter Tansey, John Tuomey.

Core Module MArch Programme Year 2 Semester 1 & 2 2015–2016

ARCT40610 MArch Dissertation (10 ECTS credits = 5 US credits)

Course Description:

A small individually supervised research project will be undertaken that explores some aspect of the designed environment. The research will engage with a range of pressures that have moulded the designed environment in the past and demand changes for the future. These topics may include: the social and cultural, historical, geographical as well as the environmental and technical. Research work in progress will be presented twice before a dissertation of at least 8000 words or an equivalent production in an appropriate medium is prepared.

Course Goals & Objectives:

On completion of this module students should be able to: 1. Establish individual research skills and develop critical thinking as instruments for appraisal and innovation in the culture of architecture and landscape. 2. Have acquired the skills of communication and documentation of research and critical thinking.

Student Performance Criteria Addressed: A.1. Communication Skills, A.2. Design Thinking Skills, A. 3 Visual Communication Skills, A.5. Investigative Skills, A.8. Ordering Systems Skills, A. 9. Historical Traditions and Global Culture; A.10. Cultural Diversity; A.11. Applied Research, C.2. Human Behavior, C.3. Client Role in Architecture, C. 8. Ethics and Professional Judgment ; C.9. Community and Social Responsibility.

Topical Outline

Lectures	2 hours
Specified Learning Activities	100 hours
Autonomous Student Learning	78 hours
Total	180 hours

Prerequisites: None

Textbooks/Learning Resources: Individual learning resources depending on their dissertation topic

Offered (semester and year): Year 2, year-long module

Faculty assigned:

Module coordinator: Samantha Martin-Mcauliffe.

Contributors: Kevin Donovan, Miriam Fitzpatrick, Laura Johnstone, Merlo Kelly, Dervla MacManus, Alan Mee, Stephen Mulhall, Orla Murphy, Finola O'Kane-Crimmins, Mark Price, Elizabeth Shotton, Daniel Sudhershan.

Core Module MArch Programme Year 2 Semester 1 2015–2016

ARCT40190 Professional Studies II (5 ECTS credits = 2.5 US credits)

Course Description:

The architectural qualification is primarily focussed towards preparing graduates for careers in architecture. The course leads to a professional qualification in architecture and is approved under the EU Directive on Freedom of Movement for Architecture, which is recognized by the RIBA and RIAI. The foundations of understanding which are set out in the fourth year elective module are developed in this final year of the course. Further study is required to become a registered architect including a period of supplementary practical experience before full RIAI membership can be achieved. Details of this may be found on the website www.ucd.ie under Continuing Professional Education. The Professional Studies module provides a comprehensive set of lectures concerning the professional practice of architecture and the management of architectural practice. Students will develop an ethical approach to their career and understand their roles and duties as a professional. An awareness of the breadth of the role of the architect in the building procurement process is developed along with a greater understanding of the roles of others, including clients, consultants, planners and contractors. The knowledge, skills and attitudes which will enable students to have the freedom in choosing their mode of professional activity is developed. Professional issues are described including, planning law, fees, management principles, and general framework for practice and outside the construction industry. This is the part of the course more easily achievable as the subject matter is clearly defined. However, professional knowledge has a decreasing shelf-life in the rapidly changing current environment. Therefore the importance of communication, leadership and interpersonal skills is taught, and collaboration with other disciplines on a real project is emphasised. Alternative methods of teaching have been introduced into the module in order to deviate from the traditional 'chalk and talk' method. This involves a series of real life scenarios, for which the students must collaborate to reach a solution, designed to arouse their curiosity and heighten their awareness about the construction process. The value of student's time and improved time management is emphasised in order to enable students to control and manage their design skills comfortably and freely as part of a profitable enterprise in tandem with other business matters. Procurement of buildings is described within the constraints of brief, programme and cost. The steps and processes to develop a brief correctly and bring this to a built realisation of quality are outlined. This involves a basic knowledge of law as a background, and an understanding of procedures and contracts. Finally, graduates of the Professional Studies module should

have no difficulty in accomplishing a graceful transition from a studio environment to a practice environment.

Course Goals & Objectives: Course graduates should have a well developed attitude toward lifelong learning and should fulfill the following criteria as part of this lifelong process: Correctly identify how drawings and ideas are developed into built projects. Explain how the procurement of buildings is organised within the constraints of brief, programme and cost. Describe their developing attitude as a professional and recognise and assess the professional ethos of the architect as embodied in the profession's codes of ethics. Prove that they possess clarity of thought and attention to professional detail. Evaluate and analyse their own roles and duties in this process and also the roles of others. Evaluate and analyse the relationship between the profession and the client, and other players in construction projects. Demonstrate an understanding of the importance of a clear architectural brief and how to develop same. Correctly describe public and private procurement processes. Relate their knowledge of law affecting architectural practice. Demonstrate an understanding of how to administer building contracts. Demonstrate skill in communicating clearly, taking and retaining leadership in the realisation of the client's wishes by, for example, writing a clear comprehensive letter of appointment to the client. Show that they can identify the priorities at different stages of building projects. Demonstrate that they understand conflict resolution approaches and how disputes can be avoided. Show that they can apply their management skills to management of people and practice and employ these to run their practice or part within, efficiently, happily, and profitably

Student Performance Criteria Addressed: B.1 Pre-Design, B.7 Financial Considerations, C. 1. Collaboration; C. 2. Human Behavior ; C. 3 Client Role in Architecture; C. 4. Project Management; C. 5. Practice Management; C. 6. Leadership; C. 7. Legal Responsibilities; C. 8. Ethics and Professional Judgment; C.9. Community and Social Responsibility

Topical Outline

Lectures	12 hours
Tutorial	12 hours
Specified Learning Activities	44 hours
Autonomous Student Learning	40 hours
Total	108 hours

Prerequisites: None

Textbooks/Learning Resources: *Building and the Law* by David Keane 4th Edition; *The RIAI Contracts* by David Keane; Charles Kindleberger 'Manias, Panics and Crashes'; Charles Dickens ' Little Dorrit'; (particularly references to Mr Merdle)

Offered (year and semester): Year 2, Semester 1

Faculty assigned: Module coordinator: Dorothy Jones

Core Module MArch Programme Year 2 Semester 1 & 2 2015–2016

ARCT41130 MArch Reflective Portfolio Module (5 ECTS credits = 2.5 US credits)

Course Description:

The module is intended to support your learning in the final year of the MArch programme at UCD Architecture and provide you with further essential skills relevant to your development as a postgraduate student and beyond the academy, and into practice. It builds on work you may have already completed as part of your Modules in MArch 1 and / or MArch 2.

In the first instance, this module will assist you in developing your skills of reflection. Developing such skills enhances your learning experience, and these skills will be directly transferable to any future workplace scenario. Reflection simply involves stepping back from an event or experience to analyse it from different perspectives, with a view to improving future performance.

In the second instance, the module will assist you in developing your skills of communication. Communication is critical to the practice of a professional architect, irrespective of how you choose to practice on graduation. Being an effective communicator as a contemporary practitioner is somewhat complex and requires you to develop excellent listening and presentation skills, abilities to edit, collate and disseminate your own work in a variety of formats, the ability to write clearly and persuasively, and to possess online and digital media skills.

A combination of lectures, workshops, talks, independent learning and regular presentation / discussion of your work with staff and peers will support you in this module. As part of the module you are required to map the work you carry out in other modules against a set of reflective graduate attributes, and to present this map as the final outcome of this module. As a final output of the module you will be required also to prepare a graduate declaration, which summarises your position to date and proposes future action in practice.

Course Goals & Objectives:

Students participating in this module will develop the following: -Communication Skills [Presenting, listening, responding]; -Communication Skills [Visual, written, graphic, online] -Reflection Skills [Ability to consider, discuss and assess their own work across all modules, with a view to improving future learning and future work. This would include verbal and written reflection skills]

Student Performance Criteria addressed: A. 3. Visual Communication Skills, A.9 Historical Traditions and Global Culture, A.10 Cultural Diversity, C.2 Human Behaviour, C.3 Client Role in Architecture, C.6 Leadership, C.8 Ethics and Professional Judgement, C.9 Community and Social Responsibility

Topical Outline

Lectures 10

Small group	10
Seminar	10
Conversation in Class	10
Autonomous Student Learning	60
Total	100

Prerequisites: None

Textbooks/Learning Resources: The cabinet of curiosities (Domus: <http://www.domusweb.it>)

Offered (semester and year): Year 2, Semester 1

Faculty assigned: Module Coordinator: John (Emmett) Scanlon. Contributors : Katherine Atkinson, Create, Ryan Kennihan, Anna Hoffheinz, Tara Kennedy, Mark Shiels (Graphic Design support)

Academic Year 2015 - 2016 - MArch Year 2 - Semester 2

Core Modules : ARCT41110, ARCT41130 (Semester 1 & 2 - as above), ARCT40610 (Semester 1 & 2 - as above),

Core Module MArch Programme Year 2 Semester 2 2015–2016

ARCT41110 Masters Design Thesis (25 ECTS credits = 12.5 US credits)

Course Description:

The architectural Masters Design Thesis is carried out in the second semester of Year 2. The Master's Thesis allows students to pursue self-directed project work within one of a number of territories of research and investigation under the guidance of studio staff and tutors dedicated to each group. The work is coordinated in a number of research topics established by studio staff to allow students to benefit from the shared momentum of like-minded group endeavour. The thesis proposition is maintained through readings, precedent studies, seminars and design investigations. Weekly tutorials support the progress of the work with interim and final reviews involving school staff and visiting critics. A thesis report is submitted in the course of the semester. The report compiles and collates the process and progress of the work and reflects the student's thinking on the territory of enquiry and the principles of the design project. The student assembles a comprehensive portfolio of studio work and presents a final exhibition of work which deals substantially with issues raised by the thesis project.

Course Goals & Objectives:

The graduate of the M Arch programme is expected to be oriented towards action, to seek a synthesis, to follow a process of analysis that will lead to creative strategies in architecture. Upon completion of the module the student will have demonstrated evidence of: 1.Critical thinking; 2.Ability to use a range of media to represent and communicate ideas; 3.Ability to test and develop an idea through a specific medium.

Student Performance Criteria Addressed: A. 1. Communication Skills; A. 2. Design Thinking Skills; A. 3. Visual Communication Skills; A. 4. Technical Documentation ; A.5. Investigative Skills; A. 6. Fundamental Design Skills; A. 7. Use of Precedents; A.8 Ordering Systems Skills, A.9. Historical Traditions and Global Culture - in part, A.10. Cultural Diversity; A.11. Applied Research; B. 1. Pre-Design; B.3. Sustainability , B. 12. Building Materials and Assemblies- in part, C. 1. Collaboration- in part; C.9. Community and Social Responsibility

Topical Outline:

Small Group	60 hours
Tutorial Seminar	90 hours
Autonomous Student Learning	240 hours
Total	390 hours

Prerequisites: None

Textbooks/Learning Resources: Individual learning resources depending on their thesis topic

Offered (year and semester): Year 2, Semester 2

Faculty assigned: Module Coordinator: Michael Pike.

Contributors: Chris Boyle, Gerry Cahill, Peter Cody, Will Dimond, Marcus Donaghy, Tiago Faria, Mary Laheen, Sheila O'Donnell, John Parker, Emmett Scanlon, Peter Tansey, John Tuomey, Lawrence Lord, Mary Laheen, Aoibheann Ní Mhearain, Fiona Hughes

Academic Year 2016 - 2017 - MArch Year 1 - Semester 1

Core Modules : (ARCT40040, ARCT40010, ARCT40020)

Core Module MArch Programme Year 1-Semester 1 2016–2017

ARCT40040 Architectural Design VII (15 ECTS credits = 7.5 US credits)

Course Description: As part of the first year of the two year MArch programme, this module is structured to encourage and facilitate independent thinking, autonomous learning and the further development of critical skills in architecture, including research by and through design. Students will be required to work individually and/or in small groups and/or across modules, and/or with students from other modules for a period of up to 10 weeks. During these 10 weeks students will be involved in research and design projects in a studio setting. These 10 weeks will conclude with a final review. For the remaining 2 weeks of the semester students will work to reflect, collate, edit and present their design work in a small exhibition / presentation. Teaching staff will set a framework and structure to direct the thinking of the studio, responding to relevant and critical themes in architecture and society. The studio will consist of structured individual and group tutorials, lectures and seminars and student led discussions. This module must be passed in order to progress to Year 5 / March II.

Course Goals & Objectives: Each student is required to submit an individual, collated and organised physical and digital portfolio of work to represent work for the first 10 week and a small exhibition/publication to represent work for the final two weeks. These will be marked separately. The portfolio must include all drawings, models and sketches that must demonstrate the following: •Critical thinking; •Research analysis and critical evaluation; •The use of design as a means of investigation and research; and, •Evidence of the ability to pursue an architectural problem from strategy to a good level of detailed resolution. A detailed clarification of these headings pertaining to the specific module will be issued at the start of the semester.

Student Performance Criteria Addressed: A. 1. Communication Skills; A. 2. Design Thinking Skills; A. 3. Visual Communication Skills; A.5. Investigative Skills; A. 6. Fundamental Design Skills; A. 7. Use of Precedents; A.9. Historical Traditions and Global Culture, A.10. Cultural Diversity; A.11. Applied Research- in part; B.1. Pre-Design, B.3 Sustainability, B. 6. Comprehensive Design, B. 12. Building Materials - part, and Assemblies; C.1. Collaboration, C. 2. Human Behaviour, C.3 Client Role in Architecture , C.6 Leadership, C.8 Ethics and Professional Judgement, C.9. Community and Social Responsibility.

Topical Outline:

Small Group	40 hours
Tutorial	6 hours
Seminar	60 hours
Autonomous Student Learning	210 hours
Total	316 hours

Prerequisites: None

Textbooks/Learning Resources: Argan, G. C., *The Renaissance City*; Bastlund, K *Architecture, City Planning, Urban Design*; Leatherbarrow, David, *Working Materials*

Offered (semester and year): Year 1, Semester 1

Faculty assigned: Module Coordinator: John (Emmett) Scanlon.

Contributors: Robert Burke, Gerry Cahill, Nuala Flood, Michael Hayes, Mary Laheen, Laurence Lord, Stephen Mulhall, Orla Murphy.

Core Module MArch Programme Year 1-Semester 1 2016–2017

ARCT40010 Design Technologies I: Integrated Design Strategies (5 ECTS credits = 2.5 US credits)

Course Description: Integrated Design Strategies Lectures on environmentally based construction, structural and material technologies starting with design principles with respect to material choices in structure and enclosure technologies. Overview of sustainable building principles, envelope technologies and the appropriate selection and assembly of materials for energy performance. This material will be applied as design strategies in project work and focus on specific issues or technological concerns raised in the lecture courses.

Course Goals & Objectives: On completion of this module it is anticipated that students will be able to; Discuss implications of material and structural choices in terms of environmental impact, performance and regulations. Assess site potentials and identify appropriate organizational or material strategies in reference to site and brief to optimize environmental and energy performance. Demonstrate understanding of structural principles and environmental/building physics in schematic design and to extend this understanding into detail realization in design project

Student Performance Criteria Addressed: A.1. Communication Skills, A.2. Design Thinking Skills, A. 3 Visual Communication Skills, A.4. Technical Documentation, A.5. Investigative Skills, A.6. Fundamental Design Skills, A.8 Ordering Systems Skills B.2. Accessibility, B.3. Sustainability, B.4. Site Design, B.5. Life Safety, B. 6. Comprehensive Design, B.7 Financial Considerations, B.8. Environmental Systems, B.9. Structural Systems, B. 10. Building Envelope Systems; B. 11. Building Service Systems; B. 12. Building Materials and Assemblies; C. 1. Collaboration, C.3 Client Role in Architecture, C.4 Project Management, C.5 Practice Management, C.8 Ethics and Professional Judgement.

Topical Outline:

Lectures	12
Practical	36
Autonomous Student Learning	62
Total	110

Prerequisites: None

Textbooks/Learning Resources: *A Green Vitruvius: Principles and Practice of Sustainable Architectural Design* - by Vivienne Brophy and J. Owen Lewis, (James & James Science Publishers, 1999); - The Zerofootprint Re-Skinning Awards - reskinningawards.com; *Environmental Design "An introduction for architects and engineers"* ed. Randall Thomas; Part L of the Building Regulations, "Conservation of Fuel and Energy"; *Constructing Architecture "Material Processes Structures" A Handbook.* ed. Andrea Deplazes

Offered (semester and year): Year 1 Semester 1

Faculty assigned: Module Coordinator: Tiago Faria. Contributors: Pierre Long.

Core Module MArch Programme Year 1-Semester 1 2016–2017

ARCT40020 Research & Innovation in the Designed Environment I (5 ECTS credits = 2.5 US credits)

Course Description: The course offers a series of small-group thematic seminars. One of these seminars is to be taken in order to explore through readings, fieldwork and presentation the evolution, production, perception, and innovation of the designed environment. Studies will engage with a range of pressures that have moulded the designed environment in the past and demand changes for the future: these may include: the social and cultural, historical, geographical as well as the environmental and technical. The structure of the programme will involve group seminars, assignments, and presentations. In addition there will be presentations on research methods and keynote lectures.

Course Goals & Objectives: On completion of this module students should be able to: 1. Establish individual research skills and develop critical thinking as instruments for appraisal and innovation in the culture of architecture and landscape. 2. Have acquired the skills of communication and documentation of research and critical thinking.

Student Performance Criteria Addressed: A.1. Communication Skills, A.2. Design Thinking Skills, A. 3 Visual Communication Skills, A.5. Investigative Skills, A.7. Use of Precedents, A.9 Historic Traditions and Global Culture, A.10 Cultural Diversity, A.11 Applied Research,; C. 1. Collaboration, C.2. Human Behavior.

Topical Outline:

Lectures	10 hours
Seminar	15 hours
Autonomous Student Learning	90 hours
Total Workload	115 hours

Prerequisites: None

Textbooks/Learning Resources: Carroll, F. 'The Ancient Name of the Poddle' in *Dublin Historical Record*, Vol. 13, No. 3/4, An Tostal (1953); Jacobs, Jane *The Death and Life of Great American Cities* (Toronto 1993); Lynch, Kevin *Image of the City*; John Berger, *Ways of Seeing*; Stephen Shore, *The Nature of Photographs*; David Hockney, *Secret Knowledge*; Steen Eiler Rasmussen, *Experiencing Architecture*; *Necessity for Ruins and Other Topics*;

Offered (semester and year): Year 1 Semester 1

Faculty assigned: Module Coordinator: Samantha Martin McAuliffe. Contributors: Hugh Campbell, Kevin Donovan, Merlo Kelly, Stephen Mulhall, Finola O’Kane-Crimmins, Stephen Tierney.

Academic Year 2016 - 2017 - MArch Year 1 - Semester 2

Core Modules : ARCT40050, ARCT40080

Core Module MArch Programme Year 1 Semester 2 2016–2017

ARCT40050 Architectural Design VIII (15 ECTS credits = 7.5 US credits)

Course Description: As part of the first year of the two year MArch programme, this module is structured to encourage and facilitate independent thinking, autonomous learning and the further development of critical skills in architecture, including research by and through design. Students will be required to work individually and/or in small groups and/or across modules, and/or with students from other modules for a period of up to 10 weeks. During these 10 weeks students will be involved in research and design projects in a studio setting. These 10 weeks will conclude with a final review. For the remaining 2 weeks of the semester students will work to reflect, collate, edit and present their design work in a small exhibition / presentation. Teaching staff will set a framework and structure to direct the thinking of the studio, responding to relevant and critical themes in architecture and society. The studio will consist of structured individual and group tutorials, lectures and seminars and student led discussions. This module must be passed in order to progress to Year 5 / March II.

Course Goals & Objectives: Each student is required to submit an individual, collated and organised physical and digital portfolio of work to represent work for the first 10 week and a small exhibition/publication to represent work for the final two weeks. These will be marked separately. The portfolio must include all drawings, models and sketches that must demonstrate the following: •Critical thinking; •Research analysis and critical evaluation; •The use of design as a means of investigation and research; and, •Evidence of the ability to pursue an architectural problem from strategy to a good level of detailed resolution. A detailed clarification of these headings pertaining to the specific module will be issued at the start of the semester.

Student Performance Criteria Addressed: A. 1. Communication Skills; A. 2. Design Thinking Skills; A. 3. Visual Communication Skills; A.5. Investigative Skills; A. 6. Fundamental Design Skills, A.7 Use of Precedents A.9. Historical Traditions and Global Culture - in part, A.10. Cultural Diversity; A.11. Applied Research; B.1 Pre-Design, B.3 Sustainability, B.6 Comprehensive Design, B.12 Building Materials and Assemblies, C. 1. Collaboration; C. 2. Human Behaviour; C.3 Client Role in Architecture, C.6 Leadership, C. 8. Ethics and Professional Judgment; C.9. Community and Social Responsibility

Topical Outline:

Small Group	40 hours
Tutorial	6 hours
Seminar	60 hours
Autonomous Student Learning	210 hours
Total	316 hours

Prerequisites: None

Textbooks/Learning Resources: Lunn, P. and Fahey, T (2011), *Households and Family Structures in Ireland*; MVRDV (010 Uitgeverij; Jan 1998), *Housing: Farmax : Excursions on Density*; French Hilary (Yale University Press; October 9, 2006), *New Urban Housing*; Luisella Gelsomino, Ottorino Mainoni, *European Housing Concepts 1990-2010*;

Offered (semester and year): Year 1 Semester 2

Faculty assigned: Module Coordinator: John (Emmett) Scanlon.

Contributors: Orla Murphy, Mary Laheen, Gerry Cahill, Stephen Mulhall and Laurence Lord

Core Module MArch Programme Year 1 Semester 2 2016–2017

ARCT40080 Research and Innovation in the Designed Environment II (5 ECTS credits = 2.5 US credits)

Course Description: The course offers a second series of small-group thematic seminars. One of these seminars is to be taken in order to explore through readings, fieldwork and presentation the evolution, production, perception, and innovation of the designed environment. Studies will engage with a range of pressures that have moulded the designed environment in the past and demand changes for the future: these may include: the social and cultural, historical, geographical as well as the environmental and technical. The structure of the programme will involve group seminars, assignments, and presentations. In addition there will be presentations on research methods and keynote lectures.

Course Goals & Objectives: On completion of this module students should be able to: 1. Establish individual research skills and develop critical thinking as instruments for appraisal and innovation in the culture of architecture and landscape. 2. Have acquired the skills of communication and documentation of research and critical thinking

Student Performance Criteria Addressed: A.1. Communication Skills, A.2. Design Thinking Skills, A. 3 Visual Communication Skills, A.5. Investigative Skills, A.7. Use of Precedents, A.9. Historical Traditions and Global Culture, A.10. Cultural Diversity, A.11. Applied Research, C. 1. Collaboration, C.2. Human Behavior.

Topical Outline:

Lectures	10 hours
Seminar	15 hours
Autonomous Student Learning	90 hours
Total	115 hours

Prerequisites: None

Textbooks/Learning Resources: Carroll, F. 'The Ancient Name of the Poddle' in Dublin Historical Record, Vol. 13, No. 3/4, An Tostal (1953); Jacobs, Jane The Death and Life of Great American Cities (Toronto 1993); Lynch, Kevin Image of the City; John Berger, Ways of Seeing; Stephen Shore, The Nature of Photographs; David Hockney, Secret Knowledge; Steen Eiler Rasmussen, Experiencing Architecture; Necessity for Ruins and Other Topics;

Offered (semester and year): Year 1 Semester 2

Faculty assigned: Module Coordinator: Samantha Martin-Mcauliffe .

Contributors: Kevin Donovan, Merlo Kelly, Stephen Mulhall, Finola O'Kane-Crimmins, Stephen Tierney.

Academic Year 2016 - 2017 - MArch Year 2 - Semester 1

Core Modules : ARCT40190, ARCT40610 (Semester 1 & 2), ARCT41120, ARCT41130 (Semester 1 & 2)

Core Module MArch Programme Year 2 Semester 1 2016–2017

ARCT41120 Comprehensive Design Studio (15 ECTS credits = 7.5 US credits)

Course Description: The Comprehensive Design Studio is carried out in the first semester of Year 2. As a means of starting the year's work the students are asked to design a significant building to a comprehensive level of detail. This will require them to think both conceptually and contextually in relation to organisation, function, materiality and structure. This project is seen as an opportunity for the students to set out, define and elaborate their architectural position in preparation for the thesis, as well as to demonstrate their skill. This work will begin with an initial design phase where the students will be asked to look at the urban intention and general organisation. For the second phase of work the students are asked to develop the building design at a range of scales, considering the relationship to context as well as the detailed making of parts of the project. Students will be expected to develop clear individual positions within the overall studio. The studio will consist of structured individual and group tutorials, lectures and seminars and student led discussions. The Comprehensive Design Studio may also include tutorials and seminars by visiting and guest tutors.

Course Goals & Objectives: Each student is required to submit an individual, collated and organised portfolio of work, including all drawings, models and sketches that must demonstrate the following: 1.Critical thinking; 2.The use of design as a means of investigation and research; 3.An understanding of the structural, tectonic and material aspects of architecture; 4.Evidence of the ability to pursue an architectural problem from strategy to a good level of detailed resolution; 5.Evidence of a clear understanding of the architect's role and value to society; 6.An ability to communicate clearly and with commitment verbally and via the written word and via drawings and models and architectural media.

Student Performance Criteria Addressed: A. 1. Communication Skills; A. 2. Design Thinking Skills; A. 3. Visual Communication Skills; A.5. Investigative Skills; A. 6. Fundamental Design Skills; A. 7. Use of Precedents; A.9. Historical Traditions and Global Culture - in part, A.10. Cultural Diversity; A.11. Applied Research; B. 2 Accessibility, ; B.5 Life Safety, B.6 Comprehensive Design, C. 1. Collaboration- in part; C. 2. Human Behavior, C.8 Ethics and Professional Judgement, C.9. Community and Social Responsibility

Topical Outline:

Small Group	60 hours
Tutorial Seminar	90 hours
Autonomous Student Learning	240 hours
Total	390 hours

Prerequisites: None

Textbooks/Learning Resources: Individual learning resources depending on their thesis topic

Offered (year and semester): Year 2, Semester 1

Faculty assigned: Module Coordinator: Michael Pike.

Contributors: Sheila O'Donnell, John Parker, Emmett Scanlon, Tom de Paor, John Tuomey.

Core Module MArch Programme Year 2 Semester 1 & 2 2016–2017

ARCT40610 MArch Dissertation (10 ECTS credits = 5 US credits)

Course Description:

A small individually supervised research project will be undertaken that explores some aspect of the designed environment. The research will engage with a range of pressures that have moulded the designed environment in the past and demand changes for the future. These topics may include: the social and cultural, historical, geographical as well as the environmental and technical. Research work in progress will be presented twice before a dissertation of at least 8000 words or an equivalent production in an appropriate medium is prepared.

Course Goals & Objectives:

On completion of this module students should be able to: 1. Establish individual research skills and develop critical thinking as instruments for appraisal and innovation in the culture of architecture and landscape. 2. Have acquired the skills of communication and documentation of research and critical thinking.

Student Performance Criteria Addressed: A.1. Communication Skills, A.2. Design Thinking Skills, A. 3 Visual Communication Skills, A.5. Investigative Skills, A.8. Ordering Systems Skills, A. 9. Historical Traditions and Global Culture; A.10. Cultural Diversity; A.11. Applied Research, C.2. Human Behavior, C. 8. Ethics and Professional Judgment ; C.9. Community and Social Responsibility.

Topical Outline

Lectures	2 hours
Specified Learning Activities	100 hours
Autonomous Student Learning	78 hours
Total	180 hours

Prerequisites: None

Textbooks/Learning Resources: Individual learning resources depending on their dissertation topic

Offered (semester and year): Year 2, year-long module

Faculty assigned:

Module coordinator: Samantha Martin-Mcauliffe.

Contributors: Kevin Donovan, Miriam Fitzpatrick, Laura Johnstone, Merlo Kelly, Dervla MacManus, Alan Mee, Stephen Mulhall, Orla Murphy, Finola O'Kane-Crimmins, Mark Price, Elizabeth Shotton, Daniel Sudhershan.

Core Module MArch Programme Year 2 Semester 1 2016–2017

ARCT40190 Professional Studies II (5 ECTS credits = 2.5 US credits)

Course Description:

The architectural qualification is primarily focussed towards preparing graduates for careers in architecture. The course leads to a professional qualification in architecture and is approved under the EU Directive on Freedom of Movement for Architecture, which is recognized by the RIBA and RIAI. The foundations of understanding which are set out in the fourth year elective module are developed in this final year of the course. Further study is required to become a registered architect including a period of supplementary practical experience before full RIAI membership can be achieved. Details of this may be found on the website www.ucd.ie under Continuing Professional Education. The Professional Studies module provides a comprehensive set of lectures concerning the professional practice of architecture and the management of architectural practice. Students will develop an ethical approach to their career and understand their roles and duties as a professional. An awareness of the breadth of the role of the architect in the building procurement process is developed along with a greater understanding of the roles of others, including clients, consultants, planners and contractors. The knowledge, skills and attitudes which will enable students to have the freedom in choosing their mode of professional activity is developed. Professional issues are described including, planning law, fees, management principles, and general framework for practice and outside the construction industry. This is the part of the course more easily achievable as the subject matter is clearly defined. However, professional knowledge has a decreasing shelf-life in the rapidly changing current environment. Therefore the importance of communication, leadership and interpersonal skills is taught, and collaboration with other disciplines on a real project is emphasised. Alternative methods of teaching have been introduced into the module in order to deviate from the traditional 'chalk and talk' method. This involves a series of real life scenarios, for which the students must collaborate to reach a solution, designed to arouse their curiosity and heighten their awareness about the construction process. The value of student's time and improved time management is emphasised in order to enable students to control and manage their design skills comfortably and freely as part of a profitable enterprise in tandem with other business matters. Procurement of buildings is described within the constraints of brief, programme and cost. The steps and processes to develop a brief correctly and bring this to a built realisation of quality are outlined. This involves a basic knowledge of law as a background, and an understanding of procedures and contracts. Finally, graduates of the Professional Studies module should have no difficulty in accomplishing a graceful transition from a studio environment to a practice environment.

Course Goals & Objectives: Course graduates should have a well developed attitude toward lifelong learning and should fulfill the following criteria as part of this lifelong process: Correctly identify how drawings and ideas are developed into built projects. Explain how the procurement of buildings is

organised within the constraints of brief, programme and cost. Describe their developing attitude as a professional and recognise and assess the professional ethos of the architect as embodied in the profession's codes of ethics. Prove that they possess clarity of thought and attention to professional detail. Evaluate and analyse their own roles and duties in this process and also the roles of others. Evaluate and analyse the relationship between the profession and the client, and other players in construction projects. Demonstrate an understanding of the importance of a clear architectural brief and how to develop same. Correctly describe public and private procurement processes. Relate their knowledge of law affecting architectural practice. Demonstrate an understanding of how to administer building contracts. Demonstrate skill in communicating clearly, taking and retaining leadership in the realisation of the client's wishes by, for example, writing a clear comprehensive letter of appointment to the client. Show that they can identify the priorities at different stages of building projects. Demonstrate that they understand conflict resolution approaches and how disputes can be avoided. Show that they can apply their management skills to management of people and practice and employ these to run their practice or part within, efficiently, happily, and profitably.

Student Performance Criteria Addressed: B.1 Pre-Design, B.7 Financial Considerations, C. 1. Collaboration; C. 2. Human Behavior ; C. 3 Client Role in Architecture; C. 4. Project Management; C. 5. Practice Management; C. 6. Leadership; C. 7. Legal Responsibilities; C. 8. Ethics and Professional Judgment; C.9. Community and Social Responsibility

Topical Outline

Lectures	12 hours
Tutorial	12 hours
Specified Learning Activities	44 hours
Autonomous Student Learning	40 hours
Total	108 hours

Prerequisites: None

Textbooks/Learning Resources: *Building and the Law* by David Keane 4th Edition; *The RIAI Contracts* by David Keane; Charles Kindleberger 'Manias, Panics and Crashes'; Charles Dickens 'Little Dorrit'; (particularly references to Mr Merdle) **Offered** (semester and year): Year 2, Semester 1

Faculty assigned: Module coordinator: Dorothy Jones

Core Module MArch Programme Year 2 Semester 1 & 2 2016–2017

ARCT41130 MArch Reflective Portfolio Module (5 ECTS credits = 2.5 US credits)

Course Description:

The module is intended to support your learning in the final year of the MArch programme at UCD Architecture and provide you with further essential skills relevant to your development as a postgraduate

student and beyond the academy, and into practice. It builds on work you may have already completed as part of your Modules in MArch 1 and / or MArch 2.

In the first instance, this module will assist you in developing your skills of reflection. Developing such skills enhances your learning experience, and these skills will be directly transferable to any future workplace scenario. Reflection simply involves stepping back from an event or experience to analyse it from different perspectives, with a view to improving future performance.

In the second instance, the module will assist you in developing your skills of communication. Communication is critical to the practice of a professional architect, irrespective of how you choose to practice on graduation. Being an effective communicator as a contemporary practitioner is somewhat complex and requires you to develop excellent listening and presentation skills, abilities to edit, collate and disseminate your own work in a variety of formats, the ability to write clearly and persuasively, and to possess online and digital media skills.

A combination of lectures, workshops, talks, independent learning and regular presentation / discussion of your work with staff and peers will support you in this module. As part of the module you are required to map the work you carry out in other modules against a set of reflective graduate attributes, and to present this map as the final outcome of this module. As a final output of the module you will be required also to prepare a graduate declaration, which summaries your position to date and proposes future action in practice.

Course Goals & Objectives:

Students participating in this module will develop the following:

- Communication Skills [Presenting, listening, responding];
- Communication Skills [Visual, written, graphic, online]
- Reflection Skills [Ability to consider, discuss and assess their own work across all modules, with a view to improving future learning and future work. This would include verbal and written reflection skills]

Student Performance Criteria addressed: A. 3. Visual Communication Skills, A.9 Historical Traditions and Global Culture, A.10 Cultural Diversity, C.2 Human Behaviour, C.3 Client Role in Architecture, C.6 Leadership, C.8 Ethics and Professional Judgement, C.9 Community and Social Responsibility

Topical Outline

Lectures	10
Small group	10
Seminar	10
Conversation in Class	10

Autonomous Student Learning 60
Total 100

Prerequisites: None

Textbooks/Learning Resources: The cabinet of curiosities (Domus: <http://www.domusweb.it>)

Offered (semester and year): Year 2, Semester 1

Faculty assigned: Module Coordinator: John (Emmett) Scanlon.

Contributors: Mark Shiels (Graphic Design Support), Tatjana Schneider, Sheffield, Carole Pollard, RIAI, Laurence Lord, AP+E, Suzanne O'Connell, The Decorators, Nathalie Weadick, IAF, Aisling McCoy, Architect + Photographer, Rae Moore, Architect, Michael Hayes, Architect, Publisher, Noreille Breen, Architect, Jan McCullough, Photographer

Academic Year 2016 - 2017 - MArch Year 2 - Semester 2

Core Modules : ARCT41110, ARCT41130 (Semester 1 & 2 - as above), ARCT40610 (Semester 1 & 2 - as above),

Core Module MArch Programme Year 2 Semester 2 2016–2017

ARCT41110 Masters Design (25 ECTS credits = 12.5 US credits)

Course Description:

The architectural Masters Design Thesis is carried out in the second semester of Year 2. The Master's Thesis allows students to pursue self-directed project work within one of a number of territories of research and investigation under the guidance of studio staff and tutors dedicated to each group. The work is coordinated in a number of research topics established by studio staff to allow students to benefit from the shared momentum of like-minded group endeavour. The thesis proposition is maintained through readings, precedent studies, seminars and design investigations. Weekly tutorials support the progress of the work with reviews involving school staff and visiting critics. A thesis report is submitted in the course of the semester. The report compiles and collates the process and progress of the work and reflects the student's thinking on the territory of enquiry and the principles of the design project. The student assembles a comprehensive portfolio of studio work and presents a final exhibition of work which deals substantially with issues raised by the thesis project.

Course Goals & Objectives:

The graduate of the M Arch programme is expected to be oriented towards action, to seek a synthesis, to follow a process of analysis that will lead to creative strategies in architecture. Upon completion of the module the student will have demonstrated evidence of: 1.Critical thinking; 2.The use of design as a means of investigation and research; 3. Ability to use a range of media to represent, test and communicate ideas.

Student Performance Criteria Addressed: A. 1. Communication Skills; A. 2. Design Thinking Skills; A. 3. Visual Communication Skills; A. 4. Technical Documentation ; A.5. Investigative Skills; A. 6. Fundamental Design Skills; A. 7. Use of Precedents; A.8 Ordering Systems Skills, A.9. Historical Traditions and Global Culture - in part, A.10. Cultural Diversity; A.11. Applied Research; B. 1. Pre-Design; B.3. Sustainability , B. 12. Building Materials and Assemblies- in part, C. 1. Collaboration- in part; C.9. Community and Social Responsibility

Topical Outline:

Small Group	60 hours
Tutorial Seminar	90 hours
Autonomous Student Learning	240 hours
Total	390 hours

Prerequisites: None

Textbooks/Learning Resources: Individual learning resources depending on their thesis topic

Offered (year and semester): Year 2, Semester 2

Faculty assigned: Module Coordinator: Michael Pike.

Contributors: Will Dimond, Marcus Donaghy, Mary Laheen, Sheila O'Donnell, Emmett Scanlon, John Tuomey, Lawrence Lord, Aoibheann Ní Mhearain

Alongside these core modules are the following general and technical module options (with associated links):

In Semester 2 of MArch Year 1, Students must choose one of the two Technology Subjects offered; Agency: Design / Build ARCT 40870 and Parametric Design ARCT40970

● Realising Built Projects - ARCT40030
● Conservation History, Theory and Policy - ARCT40170
● Sustainable Building Systems - ARCT40630
● Sustainable Design & The Occupant - ARCT40640
● Materials and Technology in Conservation I - ARCT40730
● Agency: Design / Build - ARCT40870
● Parametric Design - ARCT40930
● Irish Timber & Sustainability - ARCT40970
● Multidisciplinary Approaches to the Landscape - LARC40470
● Psychology of Landscape - LARC40480
● Planning, Society and Diversity - PEP40090
● Geographical Information Systems for Policy and Planning - PEP40100
● Rural & Landscape Planning - PEP40190
● Transportation Planning - PEP40210
● Urban and Regional Development - PEP40250
● Housing Policy and Planning - PEP40260
● Risk and Resilience in Built Environments - PEP40700
● Governing Nature - PEP4088

4.2 Faculty Resumés

Name: Paul Aquinas Arnold

Courses Taught (Two academic years prior to current visit):

ARCT40730 Materials and technology in Conservation 1 * Module co-ordinator

ARCT40750 Materials and technology in Conservation 2.

ARCT40290 Case Studies and Reflective Practice

ARCT40610 MArch Dissertation

Masters in Urban and Building Conservation: Urban Study, Building Study, Thesis, History of Conservation, BSc Arch Science : Contribution to Ecology of Architecture course. B Arch : Tutor, Final Year History Dissertation.

Educational Credentials:

B. Arch (NUI)1977

Cert in Conservation (KULeuven)1984

Teaching Experience:

College Lecturer UCD 2005 et seq, Senior tutor UCD 1994-2005, Tutor UCD 1986-1994

External tutor RSUA Diploma in Conservation. Occasional Lecturer, Diploma in Conservation Technology, Trinity College Dublin. Occasional lecturer, RIAI induction Module in Conservation. External Assessor, Bath University Conservation Degree Course, 2013

Professional Experience: 1985 to present: Private practice, Paul Arnold Architects, Architect to major Irish Conservation projects, among which are: Dublin City Hall (RIAI Conservation Medal), Oireachtas 2000: (Irish House of Parliament) Europa Nostra Award, The Ha'penny Bridge, Europa Nostra Award, Christ Church Cathedral Dublin, St Mary's Cathedral Limerick, Kilfenora Cathedral, Facade Restoration, Museum Building Trinity College Dublin, Conservation Plans: Johnstown Castle, St Canice's Cathedral, Malahide Castle, Conservation of ruins, Great Blasket Island

Licenses/Registration:

Registered Architect, Ireland

Selected Publications and Recent Research:

Sustaining Places of Worship is a joint Dublin City Council Heritage Council commission investigating the issues related to the use of significant places of worship in Dublin City.

Energy Efficiency in Traditional Buildings (October 2010) is a Department of the Environment, Heritage and Local Government publication, part of a series of Advice booklets issued for owners of historic buildings.

REMROHB Commissioned by The Heritage Council (with McHugh O'Cofaigh Architects) to undertake a study of the building regulatory environment within which the management and repair of historic buildings takes place.

In Progress: MAUVE: Modest and Unusual Vernacular Buildings in Dublin, for Dublin City Council

Professional Memberships: Fellow of the Royal Institute of the Architects of Ireland

Name: Chris Boyle

Courses Taught

1st Year [Foundation Year] - Design Studio ARCT10010 Architectural Design I, ARCT10020 Architectural Design II
ARCT40570 BArch Design Studio Thesis
ARCT40600 Design Thesis Seminar

Educational Credentials:

B.Sc [Arch] [1994], B.Arch [1997]

Teaching Experience:

Senior Tutor of Design Studio at School of Architecture, UCD from 2000 to present.
Guest critic to Dublin School of Architecture in DIT Bolton Street
Guest critic to School of Architecture, University of Limerick [SAUL]
Guest critic to School of Architecture CESUGA, UCD, La Coruna, Spain

Professional Experience:

Set up sole practice as CHRIS BOYLE ARCHITECTURE after graduating from UCD in 1997
Alexander Plajer Architects, Berlin 1994 – 1995

Licenses/Registration:

Registered in the RIAI Register for Architects in the Republic of Ireland

Selected Publications and Recent Research:

Architecture Ireland – Issue 269 Special Issue: New workplace interiors – ‘Coffee Angel’
Building Material Issue 8 Spring 2002 – Growing Into Furniture
Articles for the Bespoke Interiors Supplement of the Sunday Tribune

Professional Memberships:

Member of Royal Institute of the Architects of Ireland Since 2008

Name: Gerry Cahill

Courses Taught

ARCT40600 Design Thesis Seminar

Educational Credentials:

AADipl Architectural Association London

1978 Cement Roadstone Housing Research Fellowship in University College Dublin

Teaching Experience:

Gerry Cahill has taught at the UCD SCHOOL OF ARCHITECTURE in undergraduate and postgraduate courses since 1978 and has lectured internationally in Europe and North America.

Professional Experience:

Since the early 1980s he has been principal of GCA GERRY CAHILL ARCHITECTS

Licenses/Registration: RIAI

Selected Publications and Recent Research:

Energy conscious design, appointed to the board of the charity ENERGY ACTION and subsequently to the board of the statutory SUSTAINABLE ENERGY AUTHORITY OF IRELAND (SEAI) from 2001 to 2007.

Gerry Cahill is also a Director of Urban Projects established in 1997 to pursue urban design studies and city regeneration proposals

Professional Memberships: FRIAI RIBA

Name: Hugh Campbell

Courses Taught (Two academic years prior to current visit):

ARCT 20040 Architecture in the Twentieth Century
ARCT 40610 MArch Dissertation *Module coordinator
ARCT 40080 Research and Innovation in the Designed Environment * Module coordinator
ARCT 40020 Research and Innovation in the Designed Environment I
ARCT 40450 Disseminating Architecture *Module coordinator
Masters and PhD supervision, seminars in ARCT 30040 Architectural Design VI

Educational Credentials:

B.Arch (1988) MArchSc (1994). and PhD (1998)

Teaching Experience:

UCD 1992 – present
Architectural Association, London – 1995–6
External Examiner London Metropolitan University 2004–7, Cardiff University 2007–10, WIT 2009–11,
Newcastle University 2011–2015
PhD examiner Edinburgh University, Bartlett UCL, Cambridge University, University of Ulster

Professional Experience:

Architect, DeBlacam and Meagher, Dublin 1988–1992

Licenses/Registration:

Professional Diploma (Part 3), 1991

Selected Publications and Recent Research:

'Passengers: Urban Portraiture goes underground' In: Susana S. Martins, Anne Reverseau (eds). *Paper Cities - urban portraits in photographic books*. Louvain: Leuven University Press. , pp.59-74

'Interruption Expanded: Urban Photography's Perspicacious View' In: Shirley Jordan and Christoph Lindner (eds). *Cities Interrupted: Urban Space and Visual Culture*. London: Bloomsbury, 2015

Hugh Campbell (2016) 'The Facade Fills the Frame - the uses and meanings of the elevational view'. *Journal of Architecture*, 21 (6):860-872

Hugh Campbell, Igea Troiani (2015) 'orchestrating spatial continuity in the urban realm'. *Architecture and Culture*, 3 (1):7-16

Editor with Rolf Loeber et al, *Art and Architecture of Ireland – vol 4, Architecture and Architects 1600–2000*, Yale University Press, 2014

Professional Memberships:

AHRA, Society of Architectural Historians, ACSA

Name: Alice Clancy

Courses Taught :

ARCT20010 and ARCT20050 -Y2 Studio + representation workshops 'Intermedia'
ARCT40040 Architectural Design VII, ARCT40050 Architecture Design VIII , Studio + representation workshops: 'Rotations'
ARCT40080 Research and Innovation in the Designed Environment II: 'Space Framed', ARCT40020 Research and Innovation in the Designed Environment
ARCT 40450 Disseminating Architecture
ARCT40590 Masters Design, ARCT40740 MArch Making is Thinking

Educational Credentials: 2001 BSc Arch, UCD (2.1), 2005 BArch, UCD (2.1)
2009 Certificate in Photography & Digital Imaging, National College of Art and Design, Dublin
2009 Certificate in Professional Practice, School of Architecture, UCD & RIAI

Teaching Experience: 2014 - present Lecturer, School of Architecture, UCD
2013 - present Visiting Tutor, School of Architecture, Queen's University Belfast
2012 Visiting Tutor, Visual Communication, National College of Art and Design
2012 Visiting Tutor, School of Architecture, University of Limerick
2010 - 2013 University Tutor, School of Architecture, Queen's University Belfast
2009 - present Visiting Tutor, Dublin School of Architecture, DIT
2008 - 2014 Studio Tutor, School of Architecture, UCD

Professional Experience:

2009 - present Architectural Photographer
2008 - 2012 Sole Practitioner, Architecture, Dublin
2006 - 2008 Project Architect, Stauch Vorster Architects Durban, South Africa
2005 - 2006 Project Architect, MCO Architects Dublin
2004 Assistant Architect, Salmon Hynes Architects, Dun Laoghaire, Dublin
2002 - 2003 Project Architect, Ann Blackwell Architects, Dublin

Licenses/Registration: Certificate in Professional Practice RIAI

Selected Publications and Recent Research:

July 2014 Architectural Review (magazine - photographs)
June 2014 Space for Architecture the work of O'Donnell + Tuomey published by Artifice
June 2014 Irish Times (newspaper - photographs of Irish pavilion at Venice Biennale and Alma Road House by ODOS architects)
Jan 2014 Between Representation and Reality: Encounters between the Scale Model and the Camera (paper), presented at AIARG annual conference, Ulster University
Jan 2014 Space Framed (conference session), AIARG annual conference, Ulster University
Nov 2014 Constructing the View: Conversations between Architecture and Photography (symposium), Irish Museum of Modern Art. (www.constructingtheview.com)
Jan 2013 The Unphotographable (paper), AIARG annual conference, SAUL
Jan 2013 Space Framed (conference session), AIARG annual conference, SAUL

Professional Memberships: Committee Member, Architectural Association of Ireland, Board Member, Gallery of Photography Ireland

Name: Peter Cody

Courses Taught (Two academic years prior to current visit):

ARCT40600 Design Thesis Seminar

2012 ARCT40560 Fifth Year thesis Group "City as Archive"

2012 ARCT10010 and ARCT10020 First Year Architecture Design Studio I & II

Educational Credentials: 1990 Diploma in Architecture, (first class Honours) Dublin Institute of Technology
Dip Arch (Hons)

Bachelor of Architectural Science, (first class Honours) Trinity College Dublin BScArch (Hons)

1996 Master of Science Advanced Architectural Design, Columbia University MSc. Arch (Honours

Award for Excellence in Architectural Design)

1999 MRIAI

Teaching Experience: Design Studio Tutor: Fifth Year, Dublin Institute of Technology (1998-00)

Design Tutor: Fifth Year, University College Dublin, (1999-01), Fourth Year, University College Dublin, (2001-2010)

Lecturer: University College Dublin (2007-present) Module Co-ordinator: First Year (2010- present)

Visiting Lecturer: Limerick University, Ireland 2011; Bauhaus University, Weimar, Germany, 2011; Berlin

University of the Arts, Germany, 2011; Dublin Institute of Technology, Ireland, 2012; Strathclyde University,

Glasgow, Scotland 2012; Macintosh School of Art, Glasgow, Scotland 2012; TU Vienna, Austria, 2012

External Examiner: Strathclyde University, Glasgow, Scotland 2011, 2012

Professional Experience:

Alvaro Siza, Architect, Porto, Portugal (1992-95)

Wendy Joseph, Architect New York (1997-98)

Peter Cody Architect (1998-99)

Director Boyd Cody Architects Ltd. (1999-present)

Licenses/Registration: MRIAI

Selected Publications and Recent Research:

Peter Cody; 2012 'The City as Archive – Memorandum to Self'

In: Nicola Di Battista, Ferruccio Izzo, Andras Plaffy, (eds). *Archivo Jodice, An Archive of*

Contemporary Art in the Historic City of Naples: Zurich: Niggli

Peter Cody; 2012 'Bohermore House' In: Florence Sarano (eds). *Nine Architects Nine Propositions to*

Live: Paris: Villa Noailles & Archibooks - Exhibition Villa Noailles, Hyeres, France

Peter Cody; 2011 'The City as Archive - I Dreamt of Five impossible Things before Breakfast'

Merchant City, Glasgow, Scotland.

Venice Biennale, Italy; 2011 13th International Architecture Exhibition titled "Made in Athens" in

association with Panos Dragonas.

Journals

Peter Cody: 2011 'The Recuperation of the Dublin House' Lucky Lane A2 Architects, Architecture

Ireland

Professional Memberships: Member of the Royal Institute of the Architects of Ireland MRIAI

Chairperson DOCOMOMO Ireland 2011

Name: William Dimond

Courses Taught : ARCT30010, ARCT30040 Third Year Studio, ARCT20010 and ARCT20050 Second and Third Year Vertical Studio. ARCT40570 BArch Thesis Design ARCT40600 Design Thesis Seminar.

Educational Credentials: BA (Bristol University) 1984, BA (South Bank University) 1990, BArch UCD 1992, RIAI Part 3 Professional Qualification, MRIAI, RIBA

Teaching Experience: Studio Tutor/Lecturer in UCD Architecture since 1999-2013, Fourth Year Design and Technology Studios till 2002, Third Year Design Studio since 2002 (Module Coordinator 2007-13), Fifth Year Thesis Groups 2006-2013
Space for Learning , Joint Elective UCD/NCAD 2012-present
Visiting critic at DIT and UCC

Professional Experience: 1986-1989 undergraduate with Chapman Taylor Partners (London) 1989/1990 undergraduate with Richard Reid Architect , 1991 with James Gorst and Associates, 1989/90 as graduate with O'Donnell and Tuomey 1992-2002: (2006-2000 as Associate)
2000 – 2013: Principal of award winning practice Donaghy and Dimond Architects. Practice combines holistic embrace of sustainability in design, material development, conservation, and teaching.

Licenses/Registration: MRIAI RIBA

Selected Publications and Recent Research:

Mies Van Der Rohe Award Exhibition, Barcelona, May 2017

Marcus Donaghy and Will Dimond (2016) 'Guest editors on Issue 51: On Architecture'. *The Irish Review*, 31

Marcus Donaghy and Will Dimond. (2014) 'Arquitectura irlandese Rogelio Ruis Fernandez'.

ConArquitectura, 52

Marcus Donaghy and Will Dimond (2015) 'Inchicore Model School and Tibbradden Gate Lodge'. *Architecture Ireland*, 282 :23-24

BSI Swiss Architecture Award 2012; Edited by Nicola Navone; Mendrisio Academy Press, Mendrisio
New Irish Architecture 27 AAI Awards 2011. RHA, Proceedings, Domestic Life in Ireland; Habitus, Scanlon, Pike et al. New Irish Architecture Vol. 2, 2011, Laneway Garden Wall. New Irish Architecture 26 AAI Awards, Flicht. Irish Architecture Vol. 1, 2010, A Dublin Terrace. New Irish Architecture 25 AAI Awards, 2010, House Garden Graft. UCD 2012: Material Connections; RIAI Southern Region 2008; AAI Lecture 2009; Royal Academy Lecture, London 2009 on collaboration between architect and musician, with Mairead Ni Mhaonaigh and Steve Larkin.

Selected Exhibitions

Material Connections: Practice Exhibition and Lecture UCD 2012

BSI Award 2012 Exhibition Autumn 2012 – Mendrisio

Venice Biennale Collateral Event 2012 – BSI Award exhibition in Querini Stampalia

Pivot Dublin 2010; Homework Exhibition- Research by Design; UCD 2005

Slow Architecture: Travelling Educational Exhibit - catalogue Slow Architecture & Place 2010.

Professional Memberships: MRIAI, AAI

Name: Marcus Donaghy

Courses Taught

ARCT40600 Design Thesis Seminar, Vertical Studio and ARCT40570 Thesis Design

Educational Credentials: BArch UCD 1993, RIAI Part 3 Professional Qualification, RIAI Conservation Accreditation

Teaching Experience: Studio Tutor/Lecturer in UCD Architecture since 2000-2013, First year Design and Technology Studios till 2005, Fourth Year Design Studio 2006, Fifth Year Thesis Groups 2001-2013 (Module Coordinator 2006-8) Fourth Year Design Studio 2008 – present.

Workshops on Making such as 1st year Technology and 5th year workshops at les Grands Atelier as experiential learning through making. Visiting critic at WIT, UCC, QUB and SAUL.

Professional Experience: 1989/90 undergraduate with O'Donnell and Tuomey and Libeskind in Berlin; 1993-1997 Worked as carpenter and architect in NY including making dance sets; and research visit to Rural Studio in 1997; 1997-1999: With Paul Keogh Architects
2000 – 2013: Principal of award winning practice Donaghy and Dimond Architects. Practice combines holistic embrace of sustainability in design, material development, conservation, and teaching.

Licenses/Registration: MRIAI; Conservation Grade III

Selected Publications and Recent Research:

New Irish Architecture 28

Marcus Donaghy and Will Dimond (2016) 'Guest editors on Issue 51: On Architecture'. *The Irish Review*, 31

Marcus Donaghy and Will Dimond. (2014) 'Arquitectura irlandesa Rogelio Ruis Fernandez'.

ConArquitectura, 52

Marcus Donaghy and Will Dimond (2015) 'Inchicore Model School and Tibbradden Gate Lodge'. *Architecture Ireland*, 282 :23-24

BSI Swiss Architecture Award 2012; Edited by Nicola Navone; Mendrisio Academy Press, Mendrisio

New Irish Architecture 27 AAI Awards 2011

RHA, Proceedings, Domestic Life in Ireland; Habitus, Scanlon, Pike et al

New Irish Architecture Vol. 2, 2011, Laneway Garden Wall , New Irish Architecture 26 AAI Awards, Flicht ,

Irish Architecture Vol. 1, 2010, A Dublin Terrace

New Irish Architecture 25 AAI Awards, 2010, House Garden Graft

Public Lectures: UCD 2012: Material Connections; RIAI Southern Region 2008; AAI Lecture 2009; Royal Academy Lecture, London 2009 on collaboration between architect and musician, with Mairead Ni Mhaonaigh and Steve Larkin.

Selected Exhibitions Material Connections: Practice Exhibition and Lecture UCD 2012

BSI Award 2012 Exhibition Autumn 2012 – Mendrisio

Venice Biennale Collateral Event 2012 – BSI Award exhibition in Querini Stampalia

Pivot Dublin 2010; Homework Exhibition; UCD 2005

Slow Architecture: Travelling Educational Exhibit - catalogue Slow Architecture & Place 2010.

Professional Memberships: MRIAI, AAI

Name: Kevin Donovan

Courses Taught (Two academic years prior to current visit):

ARCT10070 History of the Designed Environment II, ARCT10030 History of the Designed Environment I

ARCT20050 Architectural Design Studio III, ARCT20010 Architectural Design Studio IV, ARCT20040 History of the Designed Environment III

ARCT40020 Research and Innovation in the Designed Environment I

ARCT40080 Research and Innovation in the Designed Environment II

ARCT40580 B.Arch Dissertation

ARCT40610 M Arch Dissertation

Educational Credentials:

BA Modern Languages, M Phil Textual and Visual Studies, B Sc. (Architecture), B Arch, Prof. Dip. Arch.

Currently in year two of PhD Programme.

Teaching Experience:

7 Years Teaching Experience in UCD Architecture, DIT Architecture, CCAE (Cork) architecture , Queens University Belfast, Architecture and the School of Art History, UCD. Previously experience as a language teacher to adults.

Professional Experience:

Architectural design experience with GKMP Architects, Dublin (6 years), De Paor Architects, Dublin (2years), O'Donnell and Tuomey Architects Dublin (1 year).

Licenses/Registration:

Currently applying for post-professional diploma Part 3 registration with RIAI.

Selected Publications and Recent Research:

Current PhD research on issues of form, process and creativity across writing (Francis Ponge) and architecture (Jean Prouvé) in mid-century France. (three papers given at international conferences).

Selected for publication in journal *Land Use Policy*: 'Architecture and Rural Planning: Claiming the Vernacular' (co-authored with Dr. Menelaos Gkartzios, Newcastle University).

Book chapter completed and accepted for publication: 'Consuming the Big House; architecture and food in the novels of Molly Keane' in *At Table* (Berg, ed. Dr. Samantha Martin-Mcauliffe , slated for 2015)

Book chapter completed and accepted for publication: 'America at Home: The RTE Television Building' in *InfraEireann* (the book written for Ireland's representation at the Venice Biennale 2014), (Ashgate, ed. Dr. Gary Boyd, slated for 2014).

Also wide publication in the Irish and British architectural press.

Professional Memberships:

Architectural Association of Ireland

All Ireland Architectural Research Group

Architectural Humanities Research Association

Name: Tiago Esquível Faria

Courses Taught (Two academic years prior to current visit):

ARCT30010, 3rd Year Studio (Sem. 2)

ARCT40010 Design Technologies I * Module Coordinator 2012–2013

ARCT40060 Design Technologies II * Module Coordinator 2012–2013

ARCT40600 Design Thesis Seminar

Educational Credentials:

1990: Bachelor of Architecture, University College Dublin.

1998: R.I.A.I. Professional Practice Qualification.

Teaching Experience:

1995/96 Academic Year: UCD, 1st. Year Architecture Studio. 12 weeks Tutoring.

1998/99 Academic Year: UCD, Collaboration in 5th. Year Architecture Thesis Work (set in Porto, Portugal).

1999/00 Academic Year: UCD, 3rd. Year Architecture Studio. 12 weeks Tutoring.

1999/02 Academic Year: UCD, 2nd. and 3rd. Years, Collaboration in Building Laboratory Demonstrations.

Since 1999: UCD, 5th. Year Architecture Studio Tutor, (Thesis Tutor for Unit of Students).

2003/08 Academic Year: UCD, 1st. Year Studio and Technology Studio Tutor.

Since 2004: UCD, Collaboration with the School of Architecture of CESUGA, A Coruña, Spain

Since 2009: UCD, 4th Year Studio and Technology Studio Tutor.

Since 2009: UCD, 4th, 3rd and 2nd Year Studio Tutor.

2009; 2010: Visiting Critic at SAUL (School of Architecture University Limerick)

2010; 2011; 2012: Visiting Critic at CCAE (Cork School of Architecture)

2011;

2012; 2013: Member of Examination Jury for ARAE (Architects Register Admission Examination)

Professional Experience:

1990/1991: Junior Architect with Álvaro Siza, Arqto. Porto, Portugal.

1992/1993: Architect with José Luís C. Gomes, Porto. Portugal.

1993/1996: Architect with Castanheira & Bastai Arqts. V. N. de Gaia, Portugal.

1996/2003: Project Architect with Newenham, Mulligan & Associates, Dublin.

2003/2005: Project Architect with Carew, Kelly & Associates, Dublin.

2005/2007: Project Architect with Adam Hall Architects, Dun Laoghaire.

Since 1990: In Private Practice with Jane Considine

Licenses/Registration:

1991: Member of Ordem dos Arquitectos Portugueses

Selected Publications and Recent Research:

Professional Memberships:

Name: Miriam Fitzpatrick, B.Arch (Dublin) Hons, M.Sc. City Design (Dist), LEED AP

Courses Taught (Two academic years prior to current visit):

ARCT 40660 Introduction to Urban Design (Post-graduate level) *Module Coordinator*
ARCT 40180 Theory of Urban Design (Post-graduate level) *Module Coordinator*
ARCT 40720 Masters in Urban Design, Thesis Supervision
ARCT 40300 Research Methods for the Designed Environment
ARCT 30130 Framework For Practice
ARCT 40460 Firth Year Dissertation

Educational Credentials:

B.Arch Dublin (Hons), University College Dublin, 1987.
Professional Practice Examination, University College Dublin, 1989.
M.Sc. in Social Science and City Design, London School of Economics and Political Science, (Distinction), 2003.
PhD Candidate under supervision of Prof. Hugh Campbell, UCD (enrolled 2014).

Teaching Experience

Waterford Institute of Technology, Part-time lecturer 2006 to date. Shortlisted Teaching Award 2015.
Dublin Institute of Technology, Part-time tutor 2005-2007, DIT Teaching Award 2006.

Professional Experience:

Diamond & Schmitt Architects, Toronto, Canada
Feilden Clegg Bradley Architects, London
Nicholas Grimshaw & Partners, London
Sasaki Associates, Boston, USA
Edward Cullinan Architects, London

Licenses/Registration:

- Architects Registration Board, ARB, 1989 to 2011.
- Member of Royal Institute of British Architects, RIBA, 1990 to 2010.
- LEED (Leadership in Energy and Environmental Design) Accredited Professional, 2004.

Selected Publications:

- Chapter on 'For Cities & Their Critics, Ideas Are Social' in *Festival of the Future City* by Bristol Festival of Ideas in association with The Observer, Summer 2016.
- Article on 'Bridging Theory, WH Whyte and the Sorcery of Cities', In *Architecture & Culture Journal* 2016.

Conferences and Recent Research

- Ran a *Town Centre Health Check* of Irish Towns as a National Pilot by the Heritage Council 2016 - 2017.
- Jointly ran the (All Ireland Architecture Research Group) AIARG 2017, Annual Conference at WIT, supported by Grant via Government Policy in Architecture, January 2017.
- *Open House* Volunteer Guide to The Central Bank, Dame Street, 2012 to date.
- Initiated an annual Dissertation Prize for DoCoMoMo Ireland and organized award ceremony at RIAI conference 2014 to date.

- Invited speaker on 'City Thinkers of the Past and Now', Bristol's Festival of the Future City, Nov 2015.

Professional Memberships:

- Steering Committee of DoCoMoMo Ireland, 2010 to date.
- Steering Committee of All Ireland Architecture Research Group, AIARG, 2011 to date.
- Member of Urban Design Group, London, 2003 to date
- Member of Architects and Humanities Research Association, AHRA, 2009 to date

Experience in Government Policy

- Board Member of the Heritage Council 2015 to date

Name: Orla Hegarty B. Arch, MRIAI RIBA

Courses Taught (Two academic years prior to current visit):

Professional Diploma (Architecture)- modules ARCT40130 Architectural Practice, ARCT40140 Construction Legislation, ARCT40090 Procurement & Contracts, ARCT40100 Case Study and Practical Experience. (This course is for architectural graduates with min. 2 years professional experience: It is the final examination for registration as an architect in Ireland and mutual recognition throughout the European Union).

Educational Credentials:

B. Arch. (UCD), MRIAI, RIBA. Member of UCD CPD (Continuing Professional Development) Board of Studies; Member of UCD Architecture Programme Board; Member of RIAI (Royal Institute of the Architects of Ireland) Board of Architectural Education; former member of RIAI Visiting (Accreditation) Board to SAUL, Limerick; former RIAI Professional Practice Examiner (1996-2003) and Assessor/ Panel Chairperson to RIAI Technical Assessment Pilot Scheme (2008); former advisor to ARB (Architects Registration Board, UK) (2009-10).

Teaching Experience:

2004-date Course Director- Professional Diploma (Architecture). Occasional lecturer to B.Arch undergraduate programme, MUBC (Masters in Urban and Building Conservation) and CPD (Continuing Professional Development).

Her research interests include the construction industry in Ireland, construction procurement and construction regulation and enforcement, professional practice, professional regulation, energy efficiency and sustainable development.

Professional Experience:

1990-2007 architectural practice in Ireland, UK and France. Director ARAE (Architects Register Admission Examination) (2009-date).

Selected Publication : Hegarty, Orla (2014) 'Building Control and the Common Good' *Architecture Ireland* .;

Hegarty, O; (2015) *Longboat Quay and Regulation*, *Irish Times* 10 October 2015.

Kelly, O; (2015) *Standards fall victim to growing demand for housing*, *Irish Times* article 13 April 2015;

Deeter, K; (2015) *New housing rules are built on sand*, *Sunday Business Post* 13 March 2015.;

Kelly, O; (2015) *Housing Shortage puts pressure on council plans*, *Irish Times* 29 July 2015.

Newspaper Articles; Kelly, O; (2015) *Housing Shortage puts pressure on council plans*, *Irish Times* 29 July 2015.

Newspaper Articles; Kelly, O; (2015) *It's okay to use the P word for modular housing*.

Newspaper Articles; Hegarty, Orla; (2016) *The Housing Crisis: What are we going to do now?*. Presented Papers

Licenses/Registration:

Registered as an architect in Ireland.

Professional Memberships:

Member of RIAI (Royal Institute of the Architects of Ireland) (1994- date), Member of RIBA (Royal Institute of British Architects), (1994-date),

Member of APSAA (Associate of Professional Studies Advisors in Architecture) (2008-date).

Name : Fiona Hughes

Courses Taught (Autumn 2015 – Summer 2017) :

ARCT 10120 Into Practice (Module Coordinator)
ARCT 20050 Architectural Design IV
ARCT 40040 Architectural Design VII
ARCT 40050 Architectural Design VIII
ARCT 41110 Masters Design

Educational Credentials :

BSc. Arch., University College Dublin, 2001
B.Arch., University College Dublin, 2004
Professional Diploma in Architecture, University College Dublin, 2014

Teaching Experience:

Studio Tutor, University College Dublin, 2005 – Current
Studio Lecturer, University College Cork, 2009 - 2011
Lecturer - Below the Bar, University College Dublin, 2014 – present

Professional Experience :

Part I Architectural Assistant, Quilligan Architects, 2002 – 2003
Part II Architectural Assistant, Ailtireacht, 2005 - 2008
Part II Architectural Assistant, Simon Walker Architects, 2008 - 2009
Editorial Team, *Building Material*, Journal of the Architectural Association of Ireland, 2007-2009
Part II Architectural Assistant, Gerry Cahill Architects, 2010
Part II Architectural Assistant, ODOS Architects, 2011 - 2014
Part III Project Architect, Grafton Architects, 2014 - present

Licenses / Registration : n/a

Selected Publications and Recent Research :

Hughes, F. and Murphy, O. (2013) “**And ... Action!** Keeping it Real in Dublin's Suburbs: The use of moving image in the architectural design process”, in *AAE Charrette*, Volume 2, Number 1, Autumn 2015, pp. 57-68(12)

AIARG 2016 Conference, Session Chair with Orla Murphy; Adaptation

Currently researching how and why we practice architecture : Considering the wider scope of architectural and design education and practice - from policy maker to object maker - in a collaborative and socially engaged environment.

Professional Memberships : n/a

Name: Laura Johnstone, BArch, MUBC, MRIA

Courses Taught:

ARCT 10090 - Perspectives on Architecture: Module Teaching Assistant
ARCT40080 Research and Innovation in the Designed Environment II
ARCT40020 Research and Innovation in the Designed Environment I
ARCT 40610 MArch Dissertation: Dissertation Supervisor
ARCT 30030 History & Theory of Architecture: Guest Lecturer

Educational Credentials:

B.Arch., University College Dublin, 2006
Diploma Professional Practice, University College Dublin, 2010
Masters Urban and Building Conservation, University College Dublin, 2012
PhD Centennial Scholarship Candidate, University College Dublin, 2013 - present

Teaching Experience:

1st year Module Teaching Assistant, University College Dublin, 2013 - 2014
5th year Dissertation Supervisor, University College Dublin, 2013 - present
3rd Year History & Theory of Architecture Guest Lecturer, 2014.

Professional Experience:

Assistant Architect, Kenny Kane Architects, Dublin 2006 - 2007
Project Architect, Deaton Lysaght Grade 1 Conservation Architects, Dublin 2007 - 2013

Recent Research: Recent conference papers include;

“Ground Landlords’ Visions for 19th Century Dublin” presented at *Uneasy Neighbours; Rural-Urban Relationships in the 19th Century* (Southampton University, September 2013).

“Beautiful Situations for Building” presented at *Street View: Urban Domestic Architectures, 1700–1900* (Department of History of Art and Architecture, Trinity College Dublin, September 2013).

“The Royal Paragon; The role of estate surveys in the morphology of two Monkstown” presented at *Irish urban spaces in the nineteenth century*, Society for the Study of Nineteenth-century Ireland Annual Conference (Queen’s University Belfast, June 2014).

Professional Memberships:

Royal Institute of Architects of Ireland

Name: Dorothy Jones

Courses Taught (Two academic years prior to current visit):

ARCT40030 Realising Built Projects *Module coordinator

ARCT40190 Professional Studies II *Module coordinator

Educational Credentials:

B Arch, MRIAI, Dip Pr Mgmt, Dip Constr Law; Dip Arbitration

Teaching Experience:

10 years UCD, 5 Years examiner for membership RIAI

Professional Experience:

22 years post qualification experience in practice in Ireland and Germany

Licenses/Registration:

MRIAI

Selected Publications and Recent Research: -

Professional Memberships:

MRIAI

Name: Merlo Kelly B.Arch, MUBC, MRAI (Listed on official documentation as *Mary Louise Kelly*)

Courses Taught (two academic years prior to current visit):

ARCT10010 Design Studio, ARCT10010 Drawing & Making, ARCT 10090 Perspectives on Architecture (Lectures) ARCT 10020 Design Studio / Drawing Skills, ARCT 10040 Technology Studio, ARCT 10040 Introduction to the Building Envelope

ARCT 40020 Research & Innovation in the Designed Environment I

ARCT40080 Research and Innovation in the Designed Environment II

ARCT 40610 M.Arch Dissertation (Dissertation Supervision)

ARCT 40460 B.Arch Dissertation (Dissertation Supervision)

Masters of Architectural Science: ARCT 40680 Postgraduate Architecture Studio & Written research project.

Educational Credentials:

2011 Masters of Urban and Building Conservation (MUBC), UCD

2009 Conservation Induction Module (CIM), RIAI

1996 Bachelor of Architecture, B.Arch (2.1 Hons), UCD

Teaching Experience:

2006-2014: Design studio tutor, technology studio tutor, dissertation / seminar supervisor and occasional lecturer - B.Arch, M.Arch and M.Arch.Sc courses, UCD School of Architecture: www.ucd.ie

2007-2009: Italian teacher – Griffith College Dublin: www.gcd.ie

2005-2007: Design studio tutor - Senior College Dunlaoghaire: www.scd.ie

2003-2004: English teacher - Italian Senate, Chamber of Deputies, Italian Supreme Court, Rome

Professional Experience:

2008 – Present: Architect / Sole practitioner & Conservation / Heritage consultant (since 2011)

2005 – 2007: Architect / Project architect, Bucholz McEvoy Architects: www.bmcea.com

2003 – 2004: Contract architect, Cavallucci Architects, Rome

Licenses/Registration:

2009: Grade III Conservation qualification, RIAI

2002 – 2014: Member of the Royal Institute of Architects of Ireland (RIAI)

2002: Certificate in Professional Practice and Practical Experience, NUI

Selected Publications and Recent Research:

2014 NIAH publication - *An Introduction to the Architectural Heritage of Dublin North City*

2013 Arts Council *Architectural Bursary Award* 2013 – Study of courtyard dwellings in drawing an model

2011 – 2014: Dublin City Council / Heritage Council of Ireland - Survey of 20th century architecture Dublin city – Phases 1,2 & 3 (Research Consultant)

2011 – 2013: National Inventory of Architectural Heritage (NIAH) - Architectural inventory of Dublin city – Phases 1 & 3 & 4 (Recorder / Research consultant)

2012: 'Give and Take: Luke Gardiner and the making of the north city' in *Portraits of the City - Dublin and the Wider World* Gillian O'Brien & Finola O'Kane, Eds. (Four Courts Press, 2012)

Professional Memberships:

Royal Institute of Architects of Ireland (RIAI), Architectural Association of Ireland (AAI), ICOMOS Ireland, Irish Georgian Society (IGS)

Name: Paul Kenny

Courses Taught (Two academic years prior to current visit):

Architecture and its Environment (ARCT 10030) - Module Co-ordinator and Lecturer
The Indoor Environment (ARCT 20020) - Module Co-ordinator and Lecturer
Visualisation and Photographic Representation (ARCT 10080) - Co-ordinator
Visualisation and Representation (ARCT 20080) - Co-ordinator
ARCT40640 Sustainable Building Design and Performance I * Module coordinator 2013–2014

Educational Credentials:

Bachelor of Technology (Mechanical Engineering) – Graduated 1989
Masters of Science (Energy & the Environment) – Graduated 1992

Teaching Experience:

2000 – to date: Undergraduate education at UCD (see above)
2000 – to date: Research supervision (see selection of completed theses below)
1994 – to date: Continual professional education to architectural practice. Topics include energy efficiency, natural ventilation, indoor air quality, daylight and solar access, renewable energy.

Professional Experience:

1989 – 1991: Ove Arup & Partners, London, UK. Role: Building Services Engineer
1992 – 2000: Energy Research Group, UCD. Role: Researcher & Project Manager
2000 to date: College Lecturer, UCD Architecture. Other roles within current employment:
Director, UCD Energy Research Group (<http://erg.ucd.ie>) Director, Architects Register Admission Examination Ltd. (<http://www.arae.ie>), Principal Investigator: UCD Earth Institute (<http://www.ucd.ie/earth/>)

Selected Publications and Recent Research: Completed Supervision of Research Theses

Life Cycle Energy Performance Evaluation of Buildings (PhD)
Design and Development of a Dynamic Lighting Control System for an Artificial Sky (MEngSc)
Performance of Passivhaus Compliant Dwellings in a Maritime Climate (MArchSc)
Investigation of Night Ventilation and Predictive Control Methods in Buildings (MEngSc)

Current and Recent Funded Research Projects: Intelligent Energy Programme, FP7, EU - New Energy for Old Buildings (Collaborator). Irish Research Council for Science Engineering and Technology (IRCSET) - Energy Conscious Retrofit of Irish Building Stock Promoting a Healthy Indoor Environment
Irish Research Council for Science Engineering and Technology - Life-Cycle Zero Energy Building

Journal Papers: Hernandez, P., Kenny, P. (2012) *Net energy analysis of domestic solar water heating installations in operation*. *Renewable and Sustainable Energy Reviews*, 16 (1):170-177. Hernandez, P., Kenny, P. (2010) 'From net energy to zero energy buildings: Defining life cycle zero energy buildings (LC-ZEB)'. *Energy and Buildings*, 42 (6):815-821.

Conference Papers Kenny, P., Brophy, V. (2011) A Methodology to Develop Judgment Skills in Sustainable Architectural Education: *Sustainable Building 2011 Helsinki*, Helsinki, Finland. Kenny, P., Brophy, V., Lewis, J. O. (2008) *Editors. Proceedings of the Passive and Low Energy Architecture 2008 International Conference - Towards Zero Energy Building*, Dublin, October 2008.

Name: Oliver Kinnane, Ph.D. M.Arch. B.E.

Courses Taught (Two academic years prior to current visit):

- UCD - Framework for Practice – BIM and Sustainability, through Revit,
- UCD - Technology Studio – Lectures – Sustainability, Building Energy and Occupant Comfort
- QUB - Technology and Environment – Module Coordinator – Yrs 1,2 & 3.
- QUB - Technology Masters Dissertation
- QUB – Studio Yr 2 Design and Communication

Educational Credentials:

- Ph.D. National University of Ireland, Maynooth, 2000-2004.
- M.Arch. Illinois Institute of Technology, Chicago USA, 2004-2007,
- B.E. University College Cork, 1996-2000.

Teaching Experience:

- Lecturer, Sustainable Design Technologies, Architecture at UCD, January 2017-present.
- Lecturer in Architecture, Queens University Belfast, January 2017-present.
- Assistant Professor Façade Engineering, Trinity College Dublin, Sept. 2012 – Jan. 2015.

Professional Experience:

- Research Fellow, TrinityHaus Research Centre Construction Innovation, Feb.2011–Aug.2012.
- Chief Design Engineer, think/thing Product Design, Jan. 2007 - Dec.2010.
- Intern Architect, Bucholz McEvoy Architects, 2006.

Selected Publications and Recent Research:

Research Project - Principal Investigator - EC Horizon 2020 IMPRESS Project – Innovative precast cladding systems for renovation of midcentury precast facades – 2015 - 2019.

Journal Paper - Reilly, A. and Kinnane, O. 2017. The impact of thermal mass on building energy consumption. *Applied Energy*, 198, 108-121.

Journal Paper - Niall D., Kinnane, O., West, R., and McCormack, S. 2017. Mechanical and thermal evaluation of different types of PCM-concrete composite panels. *Journal of Structural Integrity and Maintenance*.

Journal Paper - O’Hegarty, R., Kinnane, O. and McCormack, S. 2017. Parametric analysis of concrete solar thermal collectors for façade integration. *Solar Energy*, 135, 408-422.

Journal Paper - Robinson, A., Lesage, F., Reilly, A., McGranaghan, G., O’Hegarty, R., Byrne, G. and Kinnane, O. 2017. A method for measurement of thermal diffusivity of solid wall sections. *Energy and Buildings*, 142, 139-146.

Journal Paper - Kinnane, O., Reilly, A., Grimes, J., Walker, R. and Pavia, S. 2016. Acoustic absorption of hemp-lime concrete. *Construction and Building Materials*, 122, 674-682.

Journal Paper - Kinnane, O., Turner, W. and Sinnott D. 2016. Evaluation of passive ventilation provision in domestic housing retrofit. *Building and Environment*, 106, 205-218.

Journal Paper - Kinnane, O., Grey, T. and Dyer, M., 2016. Adaptable housing design for climate change adaptation. *Engineering Sustainability, ICE Proceedings*, 169(2).

Journal Paper - O'Hegarty, R., Kinnane, O. and McCormack, S. 2016. Review and analysis of solar thermal facades. *Solar Energy*, 135, 408-422.

Journal Paper - Dyer, M., Grey, T. and Kinnane, O., 2016. A People Centred Design Process for Promoting Independent Inquiry Led Learning in Engineering. *European Journal of Engineering Education*, 1-16.

Name: Mary Laheen

Courses Taught (Two academic years prior to current visit):

ARCT40040 Architectural Design VII
ARCT40050 Architecture Design VIII
ARCT40450 Disseminating architecture
ARCT40590 Masters Design
ARCT40600 Design Thesis Seminar

Landscape School: Design Studio Yr 4 (Thesis Group)

Educational Credentials: B.Arch NUI, UCD(1981), Masters in Urban & Building Conservation NUI, UCD(2005),

Teaching Experience: School of Architecture, Landscape and Civil Engineering, UCD
2006- present Lecturer in Architectural Design (Part-time), Upper School Studio, Middle School Studio
2000- 2006 First Year Studio Master and Module Co-ordinator
1999- 2000 First Year Building Technology Studio Tutor
1997 - 1999 Fourth Year Building Technology Studio Tutor
2010 – 2013 Invited to give occasional lectures at University of Limerick, University College Cork

Professional Experience: 1995 - present Principal: Mary Laheen Architects, 1 Upper Gardiner St. Mountjoy Square, Dublin

1990-1995 Architect with de Blacam & Meagher Architects, Ballsbridge, Dublin
1988-1990 Architect with O' Dea & Moore Architects, Dalkey, Co. Dublin,
1982-1986 Architect with Samuel A. Haffey Architects 260 Fifth Avenue, New York ,
1981-1982 Junior Architect with Alfredo de Vido Associates, 69 Madison Avenue, New York,
1979-1980 Student Architect with Anthony Pissani Associates, Central Sq. Cambridge, Boston, Mass.

Licenses/Registration: Registered to practice Architecture in Ireland

Selected Publications and Recent Research:

Drystone Walls of the Aran Islands: Exploring the Cultural Landscape (Collins Press, Cork, 2010)
Building Material: In between these stones there are sweet pastures 2006

Professional Memberships:

Fellow of the Royal Institute of Architects of Ireland

Member of the Royal Institute of British Architects

Name: Samantha L. Martin-McAuliffe

Courses Taught (Two academic years prior to current visit):

ARCT40610 Architecture: MArch Dissertation
ARCT40020 Architecture: Research and Innovation in the Designed Environment I
ARCT10070 Architecture: Survey Course 1
ARCT10090 Architecture: Perspectives on Architecture
ARCT40080 Architecture: Research and Innovation in the Designed Environment II
ARCT41100 Architecture: Graduate Teaching Assistant in Architecture

Educational Credentials:

Smith College (Northampton, Massachusetts) - BA in Classical Studies and the History of Art (1998)
University of Cambridge - MPhil in the History and Philosophy of Architecture (2003)
University of Cambridge - PhD in the History and Philosophy of Architecture (2007)

Teaching Experience:

History and Theory of Architecture
Classical antiquity
The reciprocity of the built environment and food
Phenomenology of landscapes

Professional Experience:

Athenian Agora Excavations - Agora Fellow
Department of Architecture, University of Cambridge - Visiting Lecturer
Clare College, University of Cambridge - Principal Academic Supervisor
Department of Architecture, University of Cambridge - Undergraduate Dissertation Supervisor
Department of Architecture, University of Cambridge - History and Theory of Architecture Supervisor

Selected Publications and Recent Research:

Books

Food and Architecture: At the Table. London: Bloomsbury, 2016

New Research Directions in the Study of Ancient Urban Planning in the Mediterranean. London: Routledge, 2017.

Book Chapters

Samantha Martin-McAuliffe (2016) 'Over the River and through the Wood: Nomenclatures of Regionalism'. In Samantha Martin-McAuliffe (ed.) *Food and Architecture: At the Table*. London: Bloomsbury.

Samantha Martin-McAuliffe (2016) 'Green Polemics: What are We Talking About When We Talk About Sustainability?'. In Samantha Martin-McAuliffe (ed.) *Food and Architecture: At the Table*. London: Bloomsbury.

Samantha Martin-McAuliffe (2016) 'Repeat as Necessary'. In Samantha Martin-McAuliffe (ed.) *Food and Architecture: At the Table*. London: Bloomsbury.

Samantha Martin-McAuliffe (2016) 'Variations on a Theme'. In Samantha Martin-McAuliffe (ed.) *Food and Architecture: At the Table*. London: Bloomsbury.

Samantha Martin-McAuliffe (2016) 'Defining Landscape: The Prehistoric Burial Tumulus at Lofkënd, Albania' In: Olivier Henry and Ute Kelp (eds.) *Tumulus as Sema: Space, Politics, Culture and Religion in the First Millennium BC*. Berlin: De Gruyter.

Samantha Martin-McAuliffe (2015) 'Feeding Dublin: The Wholesale Fruit and Vegetable Market' In: *Oxford Symposium on Food and Cookery*. Totnes: Prospect Books.

Samantha Martin-McAuliffe (2014) 'Lofkënd as Cultivated Place' In: John K. Papadopoulos, Sarah P. Morris, Lorenc Bejko and Lyne A. Schepartz (eds.) *The Excavation of the Prehistoric Burial Tumulus at Lofkënd, Albania*. Los Angeles: Cotsen Institute of Archaeology.

Samantha Martin-McAuliffe (2013) 'On the Possibility of Re-Emergent Landscape in Dublin' In: Eugenie Shinkle, Davide Deriu and Krystallia Kamvasinou (eds.) *Emerging Landscapes*. London: Ashgate.

Samantha Martin-McAuliffe (2012) 'The Ethics of Giving and Receiving: A study of the Iveagh Markets, Dublin' In Finola O'Kane and Gillian O'Brien (eds.) *Portraits of the City: Dublin and the Wider World*. Dublin: Four Courts Press.

Samantha Martin-McAuliffe and Nathalie Weadick (2010) 'The Thick Present: Architecture, Narration and Film'. In Suzanne Macleod, Laura Hourston Hanks and Jonathan Hale (eds.) *Museum Making: Narratives, Architectures, Exhibitions*. London: Routledge

Peer Reviewed Journals

Samantha Martin-McAuliffe (2016) 'The Idea of the Common: A Pedagogical Assessment of a Graduate Architecture Seminar in Dublin, Ireland.' *Streetnotes*, 25: 366-378.

Samantha Martin-McAuliffe and John K. Papadopoulos (2012) 'Framing Victory: Salamis, the Athenian Acropolis and the Agora'. *Journal of the Society of Architectural Historians*, 71: 332-361.

Samantha Martin-McAuliffe (2012) 'The Relevance of the Elusive: Eating Architecture and Spaces Speak, Are You Listening (Book Review)'. *The Senses and Society*, 7: 345-349.

Samantha Martin-McAuliffe; (2011) 'Review: Emerging Landscapes'. *CAA Reviews*.

Conferences

Speaker, *Writing Buildings* conference, University of Kent, July 2016: Paper title: 'Stone Watching, Wall Gazing: Architectural Stories from the Field.'

Speaker, *European Architectural History Network* meeting, June 2016. Paper title: 'What are you waiting for? Passing time in the Classical Athenian Agora'.

Speaker, Society of Architectural Historians Annual Meeting, April 2016. Paper title: 'To Sow a Nation: Cultivating Architecture in the United States.'

Co-Session Organiser (with Dr. Daniel Millette, University of British Columbia): ‘Revolutionizing Familiar Terrain: The Cutting Edge of Research in Classical Architecture and Town-Planning’. *European Architectural History Network* conference, Torino, 19 -21 June, 2014

Co-Session Organiser (with Dr. Daniel Millette, University of British Columbia):
The Classical Urban Plan: Monumentality, Continuity and Change
European Architectural History Network conference, Brussels, 31 May – 3 June, 2012

Co-Curator (with Nathalie Weadick, Director + Curator of the IAF): *The Fourth Wall: A Season on Architecture and Film*. In association with the Irish Film Institute, Dublin, May 5-16, 2011

Co-Organiser (with Dr. Lisa Godson, National College of Art and Design, Dublin):
The Fourth Wall Symposium. Irish Film Institute, Dublin, May 4, 2011

Session Organiser and Chair: Architecture and Gastronomy
Society of Architectural Historians Annual Meeting, New Orleans, April 11-17, 2011

Professional Memberships

Humanities Institute Ireland (peer-reviewed election)
Irish Institute of Hellenic Studies
American School of Classical Studies at Athens
British School at Athens
Society of Architectural Historians
Architectural Humanities Research Association
European Architectural History Network
Association for Food Culture and Society
Phi Beta Kappa (elected 1998)

Name: Alan Mee

Courses Taught (Two academic years prior to current visit):

ARCT40010 Design Technologies I: Integrated Design Strategies

Director, Masters in Urban Design Programme, Contributing Lecturer – MUBC Programme,

ARCT40040 Architectural Design VII

ARCT40050 Architecture Design VIII

ARCT40590 Masters Design

ARCT40610 Masters Dissertation

Educational Credentials:

1987 Bachelor of Architecture Degree, University College Dublin,

1992 MRAI Part Three Examination in Professional Practice, and membership of the Royal Institute of Architects of Ireland

2004 Conservation Architect Grade 3

Teaching Experience:1994-2013 at UCD, initially part time at undergraduate level, postgraduate starting in 2003 Guest Critic; Architecture Schools SAUL, Queens, DIT, Waterford, Cork, NCAD, ETSAB, Barcelona. Invited Fellow at Gradcam, Graduate School of Arts and Creative Media, Dublin, since January 2011

Professional Experience: Director of Alan Mee Architects Ltd, since 2001

Licenses/Registration: MRAI, Conservation Architect, Grade 3

Selected Publications and Recent Research:

‘Spatial, Facts, Fissures and Fabrics’, Conference Paper, AIARG 2013, Limerick January 2013.

‘Tourscapes’, Conference Paper, International Forum on Urbanism Conference (IfoU), Barcelona, Spain, January 2012. ‘Specificity and Place’, Conference Paper ; Norway Irish Studies Network Conference, Tromso, Norway, December 2010. ‘Mapping Public Space and Understanding its Use’, Conference Paper, Culture Led Regeneration ; Inclusive Design and Creative Engagement Conference, Newcastle Upon Tyne, May 2010. ‘Spatial Chaos ; Addressing spatial over-production in Dublin, Ireland’, Conference Paper, IfoU Conference, Delft, Holland, November 2009. ‘Public Engagement & Architecture in the Republic of Ireland’. Alan Mee conducted this research and study with Mullan Consulting and Richard Wakely during 2008 for the preparation of the Report on Public Engagement & Architecture in the Republic of Ireland for the Arts Council.

Professional Memberships: RIAI Representative Member of Urban Forum, 2012, UF/RIAI CPD Sub Committee Member, Urban Design, 2012/13 Awards Jury Assessor, Irish Landscape Institute, Awards 2012, October. Member of Royal Institute of Architects of Ireland (MRAI) since 1993, Member of Irish Government DOEHLG Quality Steering Group to develop a new Government Policy on Architecture 2009 – 2015

Academician Member of Academy of Urbanism 2008-2011UCD

Representative on Dublin City Council Universities Initiative since 2008

Name: Stephen Mulhall, Lecturer

Courses Taught (Two academic years prior to current visit):

2017 ARCT 20560. Module Coordinator. UCD Architecture and Dublin Port's Port Perspectives International Summer School.

2015 -2017 ARCT40040, ARCT40050. Studio tutor, 4th Year.

2015 – 2017 ARCT40020. Architecture & the Moving Image 4th Year Seminar.

2015 – 2017: ARCT40610. Dissertation supervisor.

Educational Credentials:

2008 - 2010 Professional Diploma (Architecture) UCD.

2003 - 2006 Diploma and Masters in Architecture, Mackintosh School of Architecture, Glasgow School of Art.

1998 - 2001 BSc. (Arch Sc) Hons, School of Architecture, University College Dublin.

2011 - 2012 National Diploma in Film, Ballyfermot College, Dublin.

Teaching Experience:

UCD Artist in Residence committee member, UCD College of Engineering and Architecture; Academic partner with MART Gallery and Studios, Rathmines, Dublin.

2015 Studio tutor, 1st Year; Queen's University Belfast School of Architecture (sem II).

2007 - present Visiting critic and lecturer: Dublin School of Architecture, DIT; Mackintosh School, Glasgow School of Art; SAUL, Limerick; UCC Centre for Architectural Education.

Professional Experience:

2016 Arts Council of Ireland Architecture Bursary 2016 recipient.

2010 - present Architect, nineteeneighty studio, Dublin. Winner of the Emerging Practice Award, Irish Architecture Awards 2013: a cross-disciplinary studio focused on architecture and design, film and research, seeking innovative ways to practise architecture.

Licenses/Registration: RIAI registered architect.

Selected Publications and Recent Research:

2012 - 2017 'architecture plus,' a column on art and cultural events for Architecture Ireland, the journal of the Royal Institute of the Architects of Ireland.

2017 Finalist, ArchiShorts Film Competition; Architecture + Design Film Festival, Winnipeg.

2015 -2017 Exhibitor: 'A Conversation on Drawing' Royal Hibernian Academy, Dublin; the Royal Ulster Academy's 135th Annual Exhibition; 'Architects Do' at Dublin Architecture Space. Screening at the Friends of the National Gallery of Ireland, Culture Night.

2008 – 2011 Editor, Building Material, the journal of the Architectural Association of Ireland.

Professional Memberships: Royal Institute of the Architects of Ireland.

Name: ORLA MURPHY

Courses taught (Two academic years prior to current visit)

ARCT 40040 - Architectural Design VII
ARCT 40050 - Architectural Design VIII
ARCT 41110 - Masters Design Thesis Seminar
ARCT 40610 - Masters Dissertation

Educational Credentials:

BArch 1995 (University College Dublin)
Certificate in Professional Practice 1998 (Part 3) (university College Dublin)

Teaching Experience:

Studio Lecturer in School of Architecture, University College Dublin 2000 - present
External Examiner CCAE, UCC – 2016 - present
Visiting Critic/Lecturer in WIT, SAUL, CCAE, DIT

Professional Experience:

Owner, Orla Murphy Architects/Custom Architecture, 2012-present
Project Architect, Simon J Kelly + Partners Architects, 2004-2011
Project Architect, Grafton Architects, 2002-2004
Project Architect, Gerry Cahill Architects, 1997-2002
Graduate Architect, Professor Cathal O'Neill Architects, 1996-1997
Editor, *Building Material*, Journal of the Architectural Association of Ireland, 2007-2009
Co-Presenter, *Building Ireland*, television documentary series for RTE, 2013 - present

Licenses/Registration:

Registered Irish Architect no. 99046 and Member, Royal Institute of Architects of Ireland

Selected Publications and Recent Research:

- Murphy, O., [2012] *TOWN: Origins, Morphology and Future* (original research supported by the Arts Council/OPW Kevin Kieran Award and publication supported by the Heritage Council)
- Murphy, O., Hayes, M., [2013] *UCD Architecture Yearbook*
- Murphy, O., Cassidy, L., and Tierney, S. (co-editors) [2012] *UCD Architecture 100*
- Murphy, O., 'Building in the Irish Landscape' In: Annette Becker, Dr. John Olley and Wilfried Wang (eds). *Ireland 20th Century Architecture*. (Munich: Prestel) 1997
Murphy O., [2013] *TOWN, a Reflection on Research into the Future of the Irish Rural Town*, RIAI Annual Review Vol. 4, 14-17
- Murphy, O., [2016] *Roscommon Civic Offices, ABK Architects: a review*. Architecture Ireland, Vol. 288, 58-59
- Building Ireland [2014] a two season, six-part documentary series produced by Esras for RTE, funded by the Broadcasting Authority of Ireland. Co-presented by Orla Murphy, Susan Hegarty and Tim Joyce

Awards:

RIAI Awards [2014] Highly Commended – Best Educational Building Category: Oughterard National School, Galway [Simon J Kelly + Partners Architects]

RIAI Awards [2013] Highly Commended – Best Research Project: TOWN [Orla Murphy]
AAI Awards [2012] Special Mention: Claremorris Area Offices [Simon J Kelly + Partners Architects]
Arts Council/OPW [2009-11] Kevin Kieran Award for research in practice [Orla Murphy]
RIAI Silver Medal for Housing [2009] Commendation – Cluain Pdraig Housing [Simon J Kelly + Partners]

Name: Sheila O'Donnell
Professor

Courses Taught (Two academic years prior to current visit):

M Arch Design Studio
M Arch Thesis Design

BSc Arch Design Studio

Educational Credentials:

B Arch UCD 1976
MA Royal College of Art 1980

Teaching Experience:

Professor UCD 2016 – present
Studio Lecturer UCD 1981 – 2016
Visiting critic, Harvard GSD USA, 2013
Martell distinguished visiting critic, Buffalo USA 2010
Visiting critic, Princeton USA 1987-88
External Examiner: Manchester Metropolitan University, AA London, Cambridge, RMIT PhD programme, Glasgow School of Art

Professional Experience:

Principal, O'Donnell + Tuomey, Dublin, 1988-present
Principal, Sheila O'Donnell Architects 1983 – 88
Stirling Wilford and Associates 1980 – 81
Colquhoun and Miller 1979 – 80
Spence and Webster 1976 – 78

Licenses/Registration:

RIAI, RIBA

Selected Publications and Recent Research:

Saw Swee Hock: The Realisation of the LSE Student Centre, Artifice Books 2015
Space for Architecture: the work of O'Donnell +Tuomey, Artifice Books 2014
Nevertheless, there is this thing called Architecture, Gulistan Press 2014
Venice Biennale *Common Ground* international exhibition 2012

Professional Memberships:

FRIAI
FRIBA
Hon FAIA
Aosdána: the affiliation of creative artists in Ireland.

Awards

American Academy of Arts and Letters, Arnold W Brunner Prize 2015
RIBA Royal Gold Medal 2015
RIBA London Building of the Year Award 2014

RIBA Stirling Prize shortlist 1999, 2005, 2011, 2012, 2014
Icon International Architecture Practice of the Year Award 2012
AAI Downes Medal 1988, 1990, 1993, 1997, 1999, 2002, 2010
RIAI Gold Medal 2005

Name : James Rossa O'Hare

Courses Taught (Autumn 2015 – Autumn 2017) :

ARCT20050: Architectural Design III

ARCT20010: Architectural Design IV

ARCT20130: Imagining Architecture - Module Co-ordinator

ARCT41120: Comprehensive Design Studio

Educational Credentials :

BSc. Arch., University College Dublin, 2001

B.Arch., University College Dublin, 2005

Teaching Experience:

Studio Tutor, University College Dublin, 2008 – 2014

Lecturer - Below the Bar, University College Dublin, 2014 – present

Professional Experience :

Part I Architectural Assistant, Murray O'Laoire Architects, 2002 – 2003

Part II Architectural Assistant, Boyd Cody Architects, 2005 - 2007

Exhibition Officer, Architectural Association of Ireland, 2005 - 2007

Designing Arkitekt, 3XN Architects, Denmark, 2007 - 2008

Project Leader, Grafton Architects, 2008 - present

Licenses / Registration : n/a

Selected Publications and Recent Research :

n/a

Professional Memberships : n/a

Name: Dr. Finola O’Kane Crimmins B. Arch. Grad. Dip. Cons. (A.A.) Ph.D.

Courses Taught:

ARCT 40290 Case Studies and Reflective Practice* module coordinator 2013-2014
ARCT40020 Research and Innovation in the Designed Environment I
ARCT40080 Research and Innovation in the Designed Environment II
ARCT40610 MArch Dissertation
ARCT40730 Materials and Technology (in Conservation) I

Academic years 2009-2013, ARCT 40170 Conservation History, Theory and Policy Postgraduate module, MUBC programme coordinator & M.Arch. Sc. programme coordinator. Academic years 2009-2011, ARCT 40300 Research Methods Postgraduate module. ARCT 40280 History of Irish Architecture, Landscape Design and Urban Design 1650-1950 Postgraduate module.

Educational Credentials: B.Arch. (First Class Honours), UCD, 1993

Grad. Dip. Cons. (A.A.) Postgraduate Diploma in the Conservation of Historic Landscapes,
Architectural Association, Bedford Square, London, 1997

Ph.D. National University of Ireland, 1999, Extern Examiner: Dr. Toby Barnard

Certificate in Architectural Practice and Practical Experience, UCD, 2000

:Part 3 for Membership of the Royal Institute of Architects of Ireland. (MRIAI)

Teaching Experience: College Lecturer 1.9.2004-present. Received tenure 1.9.2005

Professional Experience: *Historic Landscape Consultant/ Conservation Architect Consultant*

Client: The Office of Public Works St. Enda’s Historic Landscape Assessment and Report 2008

'Submission of behalf of the OPW for the Local Area Plan for Castletown Demesne' 2007,

'Castletown Landscape Report', 1997, Co-author: Dr. John Olley

Client: Kildare County Council 'Castletown Historic Landscape Study Phase 1, 2006', Co-author: Dr. John Olley

Professional Experience as Architect: De Blacam & Meagher Architects : 1998-2000,

Co- Project Architect, Maynooth Castle (Awarded Conservation Silver Medal by RIAI)

Licenses/Registration: Achieved membership MRIAI January 2000

Selected Publications and Recent Research: For complete list see UCD website, Books:

Finola O’Kane, *Landscape Design in Eighteenth-Century Ireland; Mixing Foreign Trees with the Natives*, Cork, 2004 (Winner J.B. Jackson Prize, 2007, American Landscape Foundation)

Finola O’Kane, *William Ashford and the Absent Point of View*, Tralee, 2012

Finola O’Kane, *Ireland and the Picturesque; Design, Landscape Painting and Tourism in Ireland, 1700-1840* (Paul Mellon Centre for Studies in British Art, Yale University Press) May 2013

Gillian O’Brien & Finola O’Kane (Ed.). (2012) *Portraits of the City; Dublin and the Wider World*. Dublin: Four Courts Press

'Ireland- A New Geographical Pastime?' In: William Laffan and Christopher Monkhouse (eds). *Ireland; Crossroads of Art and Design, 1690-1840*. New Haven & London: Yale University Press. , pp.77-97

Professional Memberships: *Membership of academic journal editorial boards:*

Member of the editorial board of the *Studies in the History of Gardens & Designed Landscapes*, London, (Taylor & Francis / Routledge), editor: John Dixon Hunt, USA

Member of the editorial board of *Irish Architectural and Decorative Studies*, editor: Dr. Conor Lucey

Membership of Learned and Professional Institutions Member of the statutory Irish Heritage Council's Standing Committee on Architecture, Member of ICOMOS, International Committee of Monuments and Sites & Landscape Sub-Committee, Member of The Eighteenth-Century Ireland Society, Member of The Irish Georgian Society

Name: Michael Pike

Courses Taught (Two academic years prior to current visit):

M.Arch. II: Comprehensive Design Studio

M.Arch. II: Masters Design Thesis Seminar

Educational Credentials:

Research Masters M.Sc. 2017 (University College Dublin)

Bachelor of Architecture 1998 (University College Dublin)

Bachelor of Architectural Science 1995 (University College Dublin)

Certificate of Professional Practice 2001 (University College Dublin)

Teaching Experience:

Assistant Professor: University College Dublin 2000-Present.

Visiting Tutor/Programme Director: CESUGA, La Coruna 2005-2015.

Visiting Critic: SAUL, CCAE, QUB, Cambridge University.

External Examiner: FAUA Lima 2016.

Professional Experience:

Grafton Architects, Dublin

1998-2002

GKMP Architects, Dublin (Director)

2002 – Present

Licenses/Registration:

MRIAI Registered Architect

Certificate of Professional Practice

Selected Publications and Recent Research:

- University College Dublin: Research Masters; Thesis Title: **The Practical Logic of Coderch**.
Principal Supervisor: Professor Hugh Campbell; Secondary Supervisor: Professor John Tuomey.
Completed: 2017.
- Boyd, G.; **Pike, M.**; Ward, B.; (eds.) 'Out of the Ordinary: Irish Housing Design 1955-1980'.
London: Ashgate Architecture Series. Due for Publication: 2017.
- **Pike, M.**; (2016) 'Drawing Rooms'. *The Irish Review*, (51).
- **New Horizons – Architecture from Ireland** (Invited Exhibition), Chicago Architecture
Biennial 2015.
- **Nine Lives** (Invited Exhibition), London Festival of Architecture 2015.
- **Pike, M.**; (2015) 'House and Home: Living in Dublin City' In: Michael Hayes (ed.). *This Place
We Call Home*. Dublin: Irish Architecture Foundation.
- GKMP Architects; Keeley, G.; **Pike, M.**; (2015) 'Court and Garden' In: Architectural
Association of Ireland (eds). *New Irish Architecture 30*. Dublin: AAI.
- GKMP Architects; Keeley, G.; **Pike, M.**; (2015) 'Seven Square Metres' In: AAI (eds). *New Irish
Architecture 29*. Dublin: AAI.

Professional Memberships: Member of Royal Institute of Architects of Ireland (MRIAI), Friend of
Architectural Association of Ireland (AAI)

Name: (John) Emmett Scanlon

Courses Taught (Two academic years prior to current visit):

ARCT 40040 Architecture Design VII (module co-ordinator)
ARCT 40050 Architecture Design VIII (module co-ordinator)
ARCT 41130 Reflective Portfolio Module (module co-ordinator)
ARCT 41110 Architecture Design X (thesis group)

Educational Credentials:

MArch Sc 2000 (University College Dublin)
BArch 1997 (University College Dublin)
Conservation Accreditation, Grade III 2003, Royal Institute of Architects of Ireland

Teaching Experience:

Lecturer University College Dublin 2001-present
MArch Program Coordinator 2016 - present

Professional Experience:

Independent Architect, Curator, Researcher – 2014 – present
Assistant to the Curators of the 2018 Venice Biennale, Grafton Architects 2017-18
Director, CAST architecture 2006-2014
Project Director, Grafton Architects 1998-2006 www.graftonarchitects.ie
Arts Council of Ireland, Architecture Adviser 2006-2010, 2011-2013, 2017-19 www.artscouncil.ie
External Examiner, School of Architecture, University of Limerick 2014-17

Licenses/Registration:

Member, Royal Institute of Architects of Ireland

Selected Publications and Recent Research:

Scanlon, E [2016], Out.Post.Office - a socially engaged pedagogic studio. Funded under the auspices of the implementation of the Government Policy on Architecture 2009-2011

Scanlon, E, Guerin S [2015] 'Making Research Move' - funded under the UCD Seed Funding Scheme to disseminate the findings of Your Place and Mine using animation.

Scanlon, E, Guerin S [2013] 'Your Place and Mine' for the Department of Arts Heritage and Local Government Dublin. P.I. on the first national survey of awareness of and participation in architecture in Ireland. Funded under the auspices of the implementation of the Government Policy on Architecture 2009-2015.

Scanlon, E, Pike, M, [co-authored] [2011] 'HABITUS, The Social Anthropology of the Domestic House Extension', from Domestic Life in Ireland, Proceedings of the Royal Irish Academy, Dublin.

Scanlon, E, Kenny P, Campbell H, [2012] 'Research Scoping Study in Architecture', for the Department of the Environment Heritage and Local Government, Dublin: [€36,000]. P.I. on this project won via public tender. Part of the implementation of the Government Policy on Architecture 2009-2015.

Professional Memberships: Member, Royal Institute of Architects of Ireland, Member, Architectural Association of Ireland

Name: Elizabeth Shotton

Courses Taught (Two academic years prior to current visit (as I was on leave last year)):

ARCT40760 MArch Advanced Design Thesis *Module coordinator

ARCT40610 MArch Dissertation

ARCT40010 Design Technologies I: Integrated Design Strategies *Module coordinator

ARCT40060 Design Technologies II: Special Topics *Module coordinator

ARCT40070 Design Technologies III: Design Build Workshop *Module coordinator

ARCT20010 Architectural Design III , ARCT10050 Architectural Design IV

Educational Credentials:

School of Architecture, University College Dublin: PhD 2012

School of Architecture, University of BC, Canada: B. Architecture 1988

Carleton University, Canada: B. Commerce 1981

Teaching Experience: School of Architecture, University College Dublin, Ireland 2002-present

School of Architecture, University of British Columbia, Canada 1993, 1998-2001

Professional Experience:

Elizabeth Shotton Architect, Canada & Ireland 1995-present

Peter Cardew Architects, Canada 1997-1999

Henriquez & Partners Architects, Canada 1991-1995

Patkau Architects, Canada 1988-1990

Licenses/Registration:Architectural Institute of British Columbia (AIBC)

Licensed 1994, Certificate of Practice: 1995-present

Selected Publications and Recent Research:

SECA WoodWeld 2010-present

Application of wood welding to construction products and structural engineering applications.

Partners: School of Architecture, School of Civil Engineering and School of Mechanical Engineering at UCD; ENSTIB, Université Henri Poincaré, France; Lulea University of Technology, Sweden; Department of Wood Science and Forestry, Laval University, Canada; Schilliger-Holz, Switzerland; Salzburg University of Applied Sciences, Austria

Grammatical Evolution, Parametric Design & Rapid Prototyping 2006-present

Evolutionary form-generation using material and structural parameters. Partners: Natural Computing & Research Applications CASL, School of Architecture and School of Civil Engineering, UCD

Publications:

O'Lionsigh, C., Oudjene, M., Shotton, E., Pizzi, A. and Fanning, P.J. Mechanical behaviour and 3D stress analysis of multi-layered wooden beams made with welded through wood dowels. Composite Structures. 2012.

O'Loinsigh, C., Oudjene, M., Ait-Aider, H., Fanning, P., Pizzi, A., Shotton, E., Meghlat, E.M. Experimental Study of Timber-to-Timber Composite Beam Using Welded-Through Wood Dowels. Construction and Building Materials. 2012.

Professional Memberships:

Construction History Society, Royal Hibernian Academy, Canadian Design Research Network

Name: Daniel P. Sudhershan

Courses Taught:

MArch Dissertation ARCT 40610 – Dissertation Supervisor
Introduction to building Envelope (ARCT 10040) - Module Co-ordinator and Lecturer
Into Practice (ARCT 10120) - Module Co-ordinator and Lecturer (2016/17)
Building Frames and Skins (ARCT20100) - Module Coordinator and Lecturer
Imaging Architecture (ARCT 20130) – Module Co-ordinator
System, Production and Assembly (ARCT 30090) - Module Co-ordinator and Lecturer
Integrated Building Services (ARCT 30100) - Module Co-ordinator and Lecturer
Framework for Practice (ARCT 30130) - Module Coordinator and Lecturer

Educational Credentials:

BA (Hons) in Architecture - Leicester School of Architecture, De Montfort University, Leicester, UK
Graduate Diploma in Architecture - Leicester School of Architecture, De Montfort University

Teaching Experience:

School of Architecture, UCD (Appointed as Lecturer in Architecture and Programme Coordinator for Architectural Technologies) - 2004 to date
Program Coordinator for BSc in Architectural Science - 2008 to date
Program Coordinator for MArch - 2008 to 2015
External Examiner: Cardiff University, Lund University, Hochschule Darmstadt, Bauhaus Weimar
Current role at UCD: Associate Dean of APEP and Chair of the Architecture, Landscape, Planning and Environmental Policy Program Board

Professional Experience:

1990 to 2003 - Architekturbuero Bauer, Heidenheim, Germany (Design team leader)

Licenses/Registration:

Until Dec 2011: Bavarian Chamber of Architects (ByAK- Registered Architect in Germany))
Until Dec 2010: Architects Registration Board (Registered Architect in the UK)

Selected Publications and Recent Research:

Hugh Campbell, Daniel Sudhershan (2012) Learning Democracy - Hans Scharoun's schools and the politics of postwar reconstruction - *Society of Architectural Historians 64th annual conference (Detroit 2012)*
Daniel Sudhershan (2009) - "Teaching Architectural Design and Technologies in a modularised curriculum". *Experimentation towards Integration – European Association for Architectural Education Conference* (Genoa, Italy, 2009)
Daniel Sudhershan (2009) - "The influence of learning methodologies on the understanding of Architectural Technologies" - *Experimentation towards Integration - European Association for Architectural Education Conference* (Genoa, Italy, 2009)
Daniel Sudhershan (2009) - "Promoting collaboration between architects, artists and engineers in architectural technologies teaching - *Accommodating new aspects of Interdisciplinarity in Contemporary Construction Teaching, European Association for Architectural Education Conference* (Venice, Italy, 2006)

Professional Memberships:

Until Dec 2010: **Institute of German Architects (VDA)**

Until Dec 2010: **Institute of German Engineers (ZDI & EUEA)**
2012 – to date: **Society of Architectural Historians**

Name: John Tuomey
Professor of Architectural Design

Courses Taught (Two academic years prior to current visit):

M Arch Design Studio
M Arch Thesis Design

BSc Arch Design Studio

Educational Credentials:

B Arch UCD 1976
M Arch UCD 2004

Teaching Experience:

Visiting critic, Harvard GSD USA, 2013
Martell distinguished visiting critic, Buffalo USA 2010
Professor of Architectural Design UCD 2008 – present
Studio Lecturer UCD 1981-2008
Visiting critic, Harvard GSD USA 1988-89
Visiting critic, Princeton USA 1987-88
External Examiner: AA London, Cambridge, Oxford, UEL, RMIT PhD programme, Cardiff PhD

Professional Experience:

Principal, O'Donnell + Tuomey, Dublin, 1988-present
Project Architect, Office of Public Works, Dublin, 1981-87
Assistant Architect, Stirling Wilford, London, 1976-80

Licenses/Registration: RIAI, RIBA

Selected Publications and Recent Research:

Saw Swee Hock: The Realisation of the LSE Student Centre, Artifice Books 2015
Space for Architecture: the work of O'Donnell +Tuomey, Artifice Books 2014
Nevertheless, there is this thing called Architecture, Gulistan Press 2014
Venice Biennale *Common Ground* international exhibition 2012

Professional Memberships:

FRIAI
FRIBA
Hon FAIA
Aosdána: the affiliation of creative artists in Ireland.

Awards

American Academy of Arts and Letters, Arnold W Brunner Prize 2015
RIBA Royal Gold Medal 2015
RIBA London Building of the Year Award 2014
RIBA Stirling Prize shortlist 1999, 2005, 2011, 2012, 2014
Icon International Architecture Practice of the Year Award 2012
AAI Downes Medal 1988, 1990, 1993, 1997, 1999, 2002, 2010
RIAI Gold Medal 2005

4.3 Visit Two Memorandum

National Architectural Accrediting Board, Inc.

6 March 2015

Prof. Mark Rogers
UCD Registrar
Office of Registrar
Tierney Building, Room 220a
Belfield, Dublin 4



Sent via electronic mail

Dear Prof. Rogers:

At the February 2015 meeting of its board of directors, the National Architectural Accrediting Board voted to accept the report from visit two regarding the Substantial Equivalency application for the Master of Architecture at University College Dublin.

1101 Connecticut Avenue, NW

Suite 410

Washington, DC 20036

www.naab.org

tel: 202.783.2007

fax: 202.783.2822

email: info@naab.org

The NAAB wishes to congratulate the university on completing this step in the process for achieving the Substantial Equivalency designation. The final step is visit three. This is a comprehensive visit by a four-person team (one practitioner, one educator, one regulator, and one student). We anticipate that visit three will take place in spring or fall 2016. The Architecture Program Report must be received by the NAAB 120 days before the visit.

The process for initiating visit three is described in Section 5 of the Procedures for Substantial Equivalency; this document is available on the NAAB's web site. Please do not hesitate to contact Janet Rumbarger (jrumbarger@naab.org) if you have questions or concerns about the visit or the process.

The NAAB requires that the following documents be housed together in the architecture library and be freely accessible to everyone: the Architecture Program Report submitted for visit two, the Visiting Team Report for visit two (attached), and the current editions of the *Conditions for Substantial Equivalency* and the *Procedures for Substantial Equivalency*.

On behalf of the NAAB directors and staff, I want to express how pleased we are that the university is moving forward with this program. The NAAB looks forward to continuing to build this relationship with UCD.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Shannon B. Kraus'.

Shannon B. Kraus, FAIA
President

cc:
Daniel P. Sudhershnan
Hugh Campbell
Marzette Fisher

The NAAB Visiting Team Report following Visit Two can be found here:

<http://www.ucd.ie/t4cms/NAAB-Visiting-Team-Report-for-Visit-Two.pdf>

The UCD School of Architecture Programme Report prior to Visit Two in July 2014 can be found here:

<http://www.ucd.ie/t4cms/UCD-Architecture-Programme-Report-Visit-Two-July-2014.pdf>

4.4. Catalogue

4.4.1 Administrative Structure and Governance - p195

4.4.1.a) Architecture, Landscape, Planning and Environmental Policy Programme Board - Terms of Reference

4.4.1.b) Architecture, Landscape, Planning and Environmental Policy Programme Board Membership 2016 – 2017

4.4.2 Public Information - p 207

4.4.3 Strategy 2015-2020 - School of Architecture, Planning & Environmental Policy - p 208

4.4.4 Curriculum Review and Enhancement Process - Architecture, Landscape, Planning and Environmental Policy Programme Board p 251

4.4.5 Professional Degrees and Curriculum - p 279

- a) MArch Programme Structure
- b) MArch Curriculum
- c) BSc in ArchSc Programme Structure
- d) BSc in ArchSc Curriculum
- e) Timetables for Semester 1 and 2 2016-2017

4.4.1 Administrative Structure and Governance

a) Architecture, Landscape, Planning and Environmental Policy Programme Board - Terms of Reference:

The UCD Architecture, Landscape, Planning and Environmental Policy Programmes Board

Terms of Reference

Revisions Approved ALPEP Programme Board 26 Jan 2016 /Revisions Approved by the academic Council 05 May 2016

1. Purpose and Function of the Board

- 1.1. The Architecture, Landscape, Planning and Environmental Policy Programmes Board reports to the University Programmes Board and to the Academic Council and is responsible to for the design, development, regulation and quality, and for overseeing the delivery of the programmes under its remit. For further information, see [Appendix to Programme Board Terms of Reference](#) (refer to relevant sheet within spreadsheet).
- 1.2. The Programme Board is also responsible for monitoring the overall performance of students registered to these programmes, including Erasmus, Exchange & Occasional Fee Paying students, monitoring their progression and ensuring their academic welfare.
- 1.3. The Programme Board recommends the structure and content of these programmes, and any regulations or policy which govern them, and makes decisions or recommendations regarding the admission, progression, continuation and graduation of students registered to these programmes

2. Terms of Reference

- 2.1. The Architecture, Landscape, Planning and Environmental Policy Programme Board, subject to review by the University Programmes Board and the Academic Council, shall for each programme within its remit:
 - (i) Promote excellence in education by articulating the aims and outcomes of the programme and agree a strategy and academic plan for the programme.
 - (ii) Agree recommendations to the University Programmes Board regarding the structure and content of the programme and any special regulations relating to the programme.

- (iii) Ensure that the modules contributing to the programme support the academic coherence of the programme and the quality of the graduate output.
- (iv) Oversee and enhance the academic quality of the programme and the student learning experience.
- (v) Establish, where appropriate and subject to the University's regulations and policies, programme-wide norms and guidelines regarding teaching and learning approaches, student workloads and assessment and grading practice.
- (vi) Admit students to the programme in accordance with the University's regulations and policies
- (vii) Adjudicate on student applications for leave of absence from and transfer between programmes, in accordance with the University's regulations and policies.
- (viii) Where a student's performance is deemed unacceptable make recommendations to the University Programme Boards regarding a student's eligibility to continue in the programme.
- (ix) Receive, consider, and act upon or respond to, recommendations from the Vice Principal for Teaching and Learning Board of the College of Engineering and Architecture.
- (x) Establish in accordance with University policy, mechanisms to assure and enhance the quality of educational and related activities, and participate fully in the quality assurance/quality enhancement processes of the university.
- (xi) Ensure implementation of University Strategy, policies and procedures in teaching, learning, assessment and widening participation.
- (xii) Monitor progression and completion rates of taught students.
- (xiii) The Board shall support the development of strategic and operational plans for education within the College. These plans shall be prepared within the overall planning framework for the University, Colleges and Schools.

2.2. The Programme Board shall prepare annual academic operational programme plans, identifying resource implications of any proposed change in activity. The plans shall be developed in consultation with the College Principal and College Executive. Agreed plans will be subject to review / approval at the University level for their alignment to the programme and University strategic plan. Programme Boards will also be required to prepare strategic academic programme plans, at such intervals as the University may require.

2.3. Where the Programme Board proposes changes to the Programme that have significant resource implications, these should be planned as part of the formal academic and

operational planning process. Where the Programme Board proposes a change to the programme that has significant resource implications outside this formal planning process, it must consult with and seek the endorsement of the Principal of the College of Engineering and Architecture.

- 2.4. The Programme Board shall, within the resources made available by the University and the College of Engineering and Architecture, ensure that appropriate supports are in place to meet the welfare, pastoral, academic and administrative needs of students registered to the programmes.
- 2.5. The Programme Board shall work with the University and the College of Engineering and Architecture to promote the programmes both internally and externally.
- 2.6. The Programme Board shall support the Chair of the Programme Board in fostering fruitful relationships with external and professional bodies, other stakeholders and alumni relevant to the programmes.
- 2.7. The Programme Board may form such, and so many, sub-committees as it deems necessary to perform its functions, and may delegate any of its functions to a sub-committee. The Chair of the Programme Board shall be entitled to chair, or nominate the chair, of any sub-committee established by the Board.
- 2.8. The Programme Board can nominate as many Programme Coordinators as necessary, and determine their roles and responsibilities, on the recommendation of the of the Dean and Chair of the Programme Board with the approval of and the Principal of the College of Engineering and Architecture.
- 2.9. The Board may appoint individual coordinators for different aspects of the programmes within its remit, and determine their roles and responsibilities, on the recommendation of the Dean and the Chair of the Programme Board with the approval of the Principal of the College of Engineering and Architecture.

- 2.10. The Programme Board shall recommend to the Academic Council Committee on Examinations the membership of the Programme Examination Board or Boards required to finalise the module grades for students registered to the programmes.
- 2.11. The Programme Board shall hold a discipline-specific Programme Forum, at least once per year. The Programme Forum should include all academic staff involved in the delivery of the programmes in each discipline within the remit of the Board. The major strategic and operational decisions facing the Board during the semester should be presented to the Forum, and the input and advice of the Forum sought and taken into consideration by the Board.

3. Dean of Architecture

- 3.1. The Dean of Architecture (statutory position) is appointed by the President on the recommendation of selection panel comprising of the following:
- (i) President (or nominee) (Chair)
 - (ii) Principal of College of Engineering and Architecture
 - (iii) Head of School, School of Architecture, Planning & Environmental Policy
 - (iv) Two academic members from the disciplines of Architecture, Environmental Policy, Landscape Architecture and Urban & Regional Planning.
- 3.2. The Dean of Architecture is appointed for a fixed term not exceeding five years, and will be eligible for re-appointment under 3.1 above.
- 3.3. The Dean of Architecture shall, in respect of each of the programmes within the remit of the Architecture, Landscape, Planning and Environmental Policy Programmes Board
- (i) Offer academic leadership by promoting innovation and best practice in the design, development, delivery and quality enhancement of the programme
 - (ii) Develop and maintain effective collaborative relationships with the Principal and College Executive, College of Engineering and Architecture, and with the Schools involved in the delivery of the programme
 - (iii) Build and develop the internal and external profile of the programme

- (iv) Liaise and build effective relationships with external and professional bodies, other stakeholders and alumni relevant to the programme
 - (v) Perform ceremonial and representative roles in respect of the programme
 - (vi) Perform such other duties as may be assigned by the President or the Registrar.
 - (vii) The Dean of Architecture shall nominate the Associate Dean of Architecture, Landscape, Planning and Environmental Policy in consultation with the subject heads of Architecture, Landscape, Planning and Environmental Policy.
- 3.4. Where the Dean has concerns regarding the resources available to operate and develop the programme, the Dean may, following consultation with the College Principal and Registrar, raise such concerns directly with the President.
- 3.5. The Dean will report and be accountable, via the College Principal and Registrar to the President.

4. Associate Dean of Architecture, Landscape, Planning and Environmental Policy

4.1 The Associate Dean of Architecture, Landscape, Planning and Environmental Policy shall be nominated by the Dean of Architecture in consultation with the Head of School of Architecture, Planning and Environmental Policy and with the subject heads of Architecture, Landscape, Planning and Environmental Policy.

- (i) 4.2 The Associate Dean of Architecture, Landscape, Planning and Environmental Policy shall, in respect of each of the programmes within the remit of the Architecture, Landscape, Planning and Environmental Policy Programme Board: Chair the Architecture, Landscape, Planning and Environmental Policy Programme Board and ensure the proper, effective and efficient operation of the Architecture, Landscape, Planning and Environmental Policy Programmes Board
- (ii) Offer academic leadership by promoting innovation and best practice in the design, development, delivery and quality enhancement of the programme.
- (iii) Develop and maintain effective collaborative relationships with the Principal and College Executive, College of Engineering and Architecture, and with the Schools involved in the delivery of the programme

- (iv) Lead the quality assurance/quality enhancement processes for the programme and participate where appropriate in the quality assurance/quality enhancement processes of the University
- (v) Lead the implementation of University strategy, policies and procedures in teaching, learning, assessment and widening participation
- (vi) Oversee, where appropriate, the operation and development of the Engineering and Architecture Programme Office, to ensure the effective and efficient administration of the programme
- (vii) Support the development of a collaborative administrative network involving UCD Registry, the Engineering and Architecture Programme Office and School administrators
- (viii) Support the development of a collaborative administrative network involving UCD Registry, the Engineering and Architecture Programme Office and School administrators
- (ix) Work with the Programme Board and the University to ensure that the programme meets the required standard for national/international accreditation

4.3 The Chair may make decisions in regard to the programmes within the remit of the Architecture, Landscape, Planning and Environmental Policy Programmes Board, or the students applying to or registered to those programmes, on the delegated authority of the Programme Board.

4.4 The Chair shall be an *ex officio* member of the Executive of the School of Architecture, Planning & Environmental Policy and of the University Programmes Board.

5. Composition of the Board

5.1

The following shall be voting members of the Board

- (i) Dean of Architecture (Dean or Dean's nominee chairs the Programme Board)
- (ii) Vice Principal for Teaching and Learning, College of Engineering and Architecture
- (iii) [EOM1] Engineering & Architecture Graduate School Director[EOM2]
- (iv) Associate Dean of Architecture, Landscape, Planning and Environmental Policy
- (v) Programme Co-ordinators

- (vi) Heads of School of
 - a) UCD School of Architecture, Planning & Environmental Policy (or nominee)
 - b) UCD School of Agriculture & Food Science (or nominee)
 - c) UCD School of Civil Engineering (or nominee)
- (vii) The senior member of academic staff responsible for the following disciplines:
 - a) Architecture
 - b) Environmental Policy
 - c) Landscape Architecture
 - d) Regional & Urban Planning
- (viii) Two academic members nominated by the Registrar
- (ix) UCD School of Architecture, Planning & Environmental Policy International Co-ordinator
- (x) Two student members nominated by the Students' Union

5.2 The following shall be non-voting members of the Board

- (xi) School Head of Teaching and Learning (those who are not members of the Programme Board)
- (xii) Chairs of Programme Board sub-committees who are not members of the Programme Board
- (xiii) The Director of the Engineering and Architecture Programme Office
- (xiv) The Programme Manager
- (xv) The Graduate School Manager[EOM4]
- (xvi) The most senior student adviser associated with the programme should be a non-voting member of the Programme Board.

5.3 The Programme Manager will normally act as Secretary to the Board

6. Conduct of Business:

6.1 The Architecture, Landscape, Planning and Environmental Policy Programme Board should meet at least 2 times per semester; meetings shall be aligned to the schedule of meetings of the appropriate University committees.

6.2 The meetings of the Board shall be convened by the Associate Dean of Architecture, Landscape, Planning and Environmental Policy. A minimum of seven days notice of a meeting shall be given for a meeting.

6.3 Head of School, Programme (or Programme Option) Coordinators and Heads of Subject can in exceptional circumstances nominate an individual to attend and vote on their behalf, but cannot routinely delegate their responsibilities.

6.4 A meeting shall be considered to have a quorum when one third of the members entitled to vote are present or represented.

**b) Architecture, Landscape, Planning and Environmental Policy Programme Board
Membership 2016 - 2017**

UCD College of Engineering & Architecture	
Architecture, Landscape, Planning & Environmental Policy Programme Board – Membership 2016/2017	

Chair of Programme Board & Associate Dean of Architecture, Planning & Environmental Policy	Mr Daniel Sudhershnan
College Vice-Principal for Teaching and Learning	Assoc Prof Amanda Gibney
<i>Heads of Schools (or their nominees)</i>	
School of Architecture, Planning & Environmental Policy	Professor Hugh Campbell
School of Civil, Structural & Environmental Engineering	Assoc Prof Amanda Gibney (Representing Dr Mark Richardson)
<i>Heads of Areas of Study/Disciplines (or their nominees)</i>	
Architecture	Professor Hugh Campbell
Landscape Architecture	Dr Karen Foley
Environmental Policy	Professor Peter Clinch

Urban & Regional Planning	Dr Brendan Williams
<i>Co-ordinators of Degree Options</i>	
BSc (Architectural Science)/ MArch Pathway	Mr Daniel Sudhershan
Master of Architecture	Mr Emmett Scanlon
Professional Diploma (Architecture)	Ms Orla Hegarty
BSc Landscape Architecture	Mr Michael Heurich
Master of Landscape Architecture & MLA Pathway	Ms Sophia Meeres
MArchSc (Conservation Heritage), (Sustainable Building Design & Performance), (Urban Design), (Landscape)	TBC
BA in Planning, Geography & Environment Under Remit of the Arts & Humanities Programme Board until 2016/2017	Dr Michael Lennon
Masters of Regional & Urban Planning	Dr Paula Russell
MSc Environmental Policy	Dr Eoin O'Neil
MSc Urban Design & Planning	Dr Arthur Parkinson

ALPEP International Co-ordinator	Dr Oliver Kinnane
Student Representatives Student representatives to be nominated by Students' Union, who will be entitled to nominate one representative for every five academics on the Programme Board.	
Mr Eamonn Maloney (BSc Architecture) Mr Jack Kealy (BSc Landscape) Ms Lida O'Shea (College Student Representative)	
<i>Non-Voting Members</i>	
School Head of Teaching & Learning	Dr Michael Lennon
Programme Office Director	Ms Sue Philpott
Architecture Programme Manager	Ms Erin O'Malley
Student Adviser	Ms Colleen Doyle
Registry Observer	Ms Caroline Barrett
Note: 1) Certain individual members of academic staff may hold than one position on the Board 2) Ms Erin O'Malley BSc and MArch Programme Manager will act as minute-taker and undertake the administration of the Board	

4.4.2 Public Information

UCD Website: <http://www.ucd.ie>

UCD College of Engineering and Architecture: <http://www.ucd.ie/eacollege/>

School Website: <http://www.ucd.ie/a pep/>

Architecture Website: <http://www.ucd.ie/a pep/about/architecture/>

MArch Website:

<http://www.ucd.ie/eacollege/studywithus/architectureandplanning/architecture/index.html>

BSc in Architectural Science: <https://www.myucd.ie/courses/architecture/architecture/>

NAAB Information to the public:

¹[Conditions for Substantial Equivalency](#)

²[Procedures for Substantial Equivalency](#)

³[UCD Architecture Programme Report Visit Two July 2014](#)

⁴[NAAB Visiting Team Report for Visit Two](#)

See also 2.4 on Public Information

University College Dublin
Strategy 2015-2020

*School of Architecture, Planning &
Environmental Policy*

19 May 2015



Introduction

The School of Architecture, Planning & Environmental Policy will be established in September 2015 following a university review of disciplines and structures. The new School will incorporate four UCD subject areas, each with its own subject head represented on academic council:

- Architecture
- Environmental Policy
- Landscape Architecture
- Urban & Regional Planning

Both Environmental Policy and Urban and Regional Planning have been located in the College of Human Sciences for the last decade, and will now be moving to the College of Engineering and Architecture.

A new school comprising these subject areas will be unique in Ireland and has significant potential for making a distinctive contribution to national life. At the same time, the combination would align with leading UK, US, Australian, Asian and European universities and would conform with the latest REF assessment units of built environment. UCD Architecture is the longest established architecture programme in Ireland and the only research-intensive architecture school. UCD also has the only established Environmental Policy specialism in Ireland, which had led to significant national and European success in attracting substantial research funds in this area and a national and international leadership in this area. UCD Planning is the longest established planning school in Ireland, celebrating 50 of years of planning education in 2016, and the only research-intensive planning unit, while UCD provides the only landscape architecture programme in Ireland. All four subject areas offer professionally accredited undergraduate and graduate programmes within a research-intensive learning environment. All subject areas are located in Richview/Newstead.

For the new school, the strategic planning process has been short given the restructuring process. Both the School of Architecture and Planning & Environmental Policy groups have been working on separate strategic plans, and this document represents a first attempt to integrate our strategic objectives.

In addition to addressing the 10 required sections, our strategy begins with an introduction into some of the challenges that face the new school and some of the necessary steps required to ensure a successful realignment of the four subject areas.

Section A: PLANS FOR DEVELOPING THE NEW SCHOOL

In order to deliver on the full potential of this newly constituted school - with its four subject areas, its professionally accredited programmes, its wide range of research, scholarship and innovation and its particular pedagogies – it is envisaged that, following the official realignment of the Architecture/Landscape and Planning/Environmental Policy units for September 2015, the 2015-16 year will be treated as a period of transition, planning and implementation, in which shared strategies and structures for management of programmes, of finances, of research and of outreach/engagement will be put in place, reviewed, adapted in confirmed, allowing the school to be fully established on a sustainable footing from 2016/17 onwards.

1 It is assumed that in advance of September, the essential procedures in terms of migrating budgets, staff and student support systems will be completed (although the amount of work involved should not be underestimated).

2 It seems optimistic to suppose that programmes will have migrated over to College of E&A in advance of 15/16. This may be among the processes to consider and complete during 15/16.

3 In order to put in place an effective management structure for the new school, a transition strategy is envisaged for 15/16. This would allow the detailed understanding of each unit to be absorbed and combined into a single unit. At present, there are numerous norms and practices, budgetary patterns, annual cycles of work that are specific to each discipline. The transition period will allow for each of these specific cultures to be understood by all parties and for a common approach to the management of the school to emerge. The key will be to strike the balance between disciplinary autonomy and a sense of shared purpose and common ground.

4 In order to maximise the benefits of this transition period, we are currently appointing a committee to oversee the transition and new governance structures will be introduced over the summer and throughout 2015/16 to maximise the potential of the new school.

5 A new school executive, drawn from the membership of both current executives, will be put in place for 15/16. The larger school committee – involving all staff in the new school – will be vitally important in terms of generating a sense of shared purpose, identifying opportunities for collaboration, and simply understanding what people are up to in their teaching and research.

6 The QA/QI process can also contribute to the success of this transition/planning period. Architecture is due a QA/QI visit during 15/16. PEP, as part of GPEP, went through the process two years ago, but has recently had a review of its Quality Improvement Plan.

- In consultation with the Quality Office, a plan is emerging whereby an especially tailored version of the QA/QI process would be run in semester two of 15/16 (March/April 2016). The process would centrally involve a review of the emerging new school – its structure, its strategic plan, its potential.
- This would be informed by a synopsis of PEP's most recent review, revisited in the context of the new school, combined with a more thoroughgoing review of activities in architecture and landscape architecture.
- Ironically, the last QA/QI process for architecture occurred just before it merged with Civil Engineering and Landscape Architecture, so in reality it has not been through the quality review process for a decade.
- The review would allow valuable insights to be gained on the shape and purpose of the new school from internal peers and external experts, with experience in working within this configuration of disciplines.

- A committee to oversee this process will need to be put in place for September 2015. This would be drawn from Arch and PEP, would be separate from the School Exec (although perhaps with some membership in common) and would not be chaired by either Head.

7. Independently, each head has already identified to the President a number of measures and supports that will be vital to put in place to ensure the successful establishment of the new school. These have largely met with his endorsement. In the first phase of planning, in advance of September 2015, a key task will be the setting out these measures in more detail and securing the budget to facilitate them. In draft form they are as follows:

- *Improvement of Richview campus* – Richview has often been a neglected part of the campus, however, a new school provides impetus for a rebranding of this key asset, including more effective signage within Richview and linking Richview with Newstead and the main campus. On a more fundamental level, space issues (particularly related to studio space) are emerging as a key constraint on expanding student numbers and have been identified as a concern in recent accreditation visits. Studies of space and IT requirements across Richview/Newstead (landscape architecture) are currently being undertaken. This will produce a set of improvements which can be made on a phased basis.
- *Improvement of Richview IT facilities and capacity* – the four subject areas represented in the new school share many common ICT interests and activities across all levels of their programmes but are also deficient in programmatic activity and resources to support its development, as indicated by the RIBA, NAAB and RTPI in their most recent accreditation visits. To address this and to support the on-going development of research activities, it is proposed to implement a common ICT strategy in the areas of teaching & learning, hardware & software and research support. Specific emphasis will be focused in the fields of GIS/CAD, spatial visualisation and modelling. All planning will be carried out in full consultation with UCD IT Services.
- An appointment of a *Senior Technical Officer* to replace the loss of technical support for PEP during the restructuring. This post will largely address GIS needs and support, but also CAD and data visualisation which will extend across architecture and landscape architecture.
- *Use of Urban Institute building as research/outreach hub*. This venue was conceived in an interdisciplinary spirit and involving all the disciplines combined in the new school. As such, it is ideally positioned to become the flagship for the new school, combining research activity with public and professionally oriented events and exhibitions. It will be vital to have this venue established during 15/16 as the visible face/address of the new school
- *'Start-up' support*: based on our previous experiences, creating and developing a new school requires significant effort and time. To ensure that a new school is a success from its inception, assistance with 'start-up' support would be hugely beneficial. This could include, for example, assistance in developing a new school website, marketing/branding support (particularly to underpin international recruitment), and wider communication with our key stakeholders, such as professional institutes and employers.
- *Launch of new school*: related to the above, a launch event would be beneficial to capture media profile relating to our new school mission, to gain media traction and profile and to communicate with our key stakeholders.
- *A new strategic lectureship appointment* that acts as a bridge across the disciplines to initiate the process of maximising collaborations e.g. in the area of urban design, sustainable urbanism, smart cities, etc.

- The *appointment of a Visiting Professor* active across the disciplines included in the new school would be an important measure for 15/16. This professor, through a series of lectures/workshops/events occurring at a couple of points in the year would help to establish the mission of the new school and would provide vital external validation and recognition for this mission (particularly in the US and China)
- Additional support for Head of School during initial phase of development, in the form of a Research assistant support.
- Revised website to reflect new school configuration and identity

8. This strategic plan aims ultimately to articulate a shared agenda across the two units coming together to form the new school. As a first step, individually prepared responses to the various sections are collated here. In each section, points of common interest are identified and are *brought together in an introductory item entitled 'a shared agenda'*.

Section 1: Increase the Quality, Quantity and Impact of our Research, Scholarship and Innovation (Required)

a shared agenda

It is envisaged that the new School will be uniquely placed to contribute to Irish society and economy while shaping international research agendas. The School has a wide spectrum of research activities, in terms of theoretical perspectives, methodologies and substantive areas of research engagement. A key challenge in our initial transition period will be to fully understand this range of research activity and to capture the benefits from a multidisciplinary school. Key actions during 2015-16 across the new school include:

- Capture the benefits of an interdisciplinary school, in terms of the diversity of research methodologies, theoretical perspectives and disciplinary traditions, to offer novel perspectives on societal challenges.
- Identify areas of shared interest and expertise across the new school and build activity in these areas (urban design, landscape, heritage, visualisation etc)
- Better support for staff in developing and sustaining research activity. This applies at every stage, from those starting out to those building activities to those leading major projects. It involves a combination of mentorship, planning and systems of research leave.
- Continue to build PhD student numbers. Take steps to attract high-quality national and international students.
- Engage in joint efforts to maximise our research impact and engagement with practice, policy-makers and NGOs.
- To develop excellent research facilities, including PhD/post doc suites of high quality, effective IT support for research, and facilities to enhance our research engagement. In this context, the former Urban Institute building provides an ideal facility as a research/engagement hub for Richview.
- To sustain/pursue QS Top 100 standing for our relevant subject areas.

PLANNING AND ENVIRONMENTAL POLICY

Key Strategic Objectives

Introduction

Both Planning and Environmental Policy (PEP) have excellent track records in research, particularly in securing external peer-review funding from both national and European sources – since 2008 over €6.5m funding has been secured and both groups have a significant record of participating in and leading EU FP programmes. For example, staff members are currently leading an FP7 project, TURAS, which secured €7m of funding and was recognised with a Champions of European Research award by the Irish President. Both Environmental Policy and Planning are committed to translating research into *impact* through knowledge transfer and exchange with policy-makers, civil society and the private sector.

Vision for Planning & Environmental Policy Research:

Our vision for PEP is ...

...For Planning & Environmental Policy to be recognised as a leading centre of excellence for research and innovation in spatial planning and environmental policy, which sets international research agendas in response to the needs of society – global excellence and national relevance

The PEP group is unique in an international context in combining the disciplines of spatial planning and environmental policy in one unit, and this combination enables PEP to develop a distinctive position, summarised as:

- *Our intellectual focus:* fundamental understanding and knowledge of the relationships between ‘space, place, society and environment’
- *Research excellence with a purpose:* translating this knowledge to developing innovative policy solutions to address planning and environmental challenges

Our **aim** is to exploit the quality of our research community and environment, and our distinctive intellectual position to address key societal challenges through outstanding research. Our programmatic research focus for the next 5 years is outlined in the table below.

RESEARCH THEMES – MAJOR FOCUS OF PEP RESEARCH	
(1) CITIES, REGIONS & SPATIAL PLANNING	(2) ENVIRONMENTAL POLICY
<p>Spatial/urban theories and processes</p> <ul style="list-style-type: none"> • Transport and mobility • Housing and property markets • Geospatial analysis • Urban resilience and the urban environment • Rural landscape and environment <p>Planning theory & practice</p> <ul style="list-style-type: none"> • Planning systems, governance and politics of planning 	<p>Designing policy</p> <ul style="list-style-type: none"> • Environmental economics and markets • Regulation • Participatory policy-making <p>Environment-Society interactions</p> <ul style="list-style-type: none"> • Environment and quality of life/well-being • Social dimensions of environmental change and behaviour • Perceptions of risk

<ul style="list-style-type: none"> • Planning from neighbourhood to regional scales • Urban regeneration • Built heritage and planning • Urban design and planning • Green infrastructure 	<p><i>Examples of application:</i> renewable energy, flood risk, ecosystem management, climate change, noise and the urban environment</p>
<p>Environmental dimensions of spatial planning and urban change</p> <p>The spatial dimensions of environmental policy</p>	
<p>Methods:</p> <ul style="list-style-type: none"> • Quantitative social surveys • Qualitative and interpretive research • Policy analysis • GIS and geospatial analysis 	

Our vision is underpinned by the following strategic objectives:

- *To maintain and enhance existing strengths whilst addressing issues of increasing national and international concern*, such as the global financial crisis, smart cities, climate change, ecosystem services and the impact of the environment on quality of life.
- *To further our influential research and maximising research impact:* including publishing in high impact journals while also maximising our impact beyond publications – public engagement, policy impact, contributing to evidence-based planning practice, media profile, and contributing to Ireland’s national recovery;
- *To enhance knowledge transfer and innovation:* PEP staff are increasingly investing significant time in developing policy networks and learning partnerships with public bodies and civil society to generate new forms of knowledge and to involve the end-users of research into the research process. We aim to further develop our links with key partners and stakeholders to facilitate the co-production of knowledge and to enhance its impact on industry, policy and practice.
- *To expand the scale, ambition and reach of our research by enhancing international, interdisciplinary and user collaboration:* this will include developing further our global networks through strategic partnering and a visiting professorship programme, participating in and influencing policy networks and communicating our research effectively to contribute to evidence-based policy and practice.
- *To consolidate and enhance our research environment and community of scholars:*
 - Capacity building for the next generation of researchers
 - Growing our PhD community and enhance PhD training
 - Facilitate mobility between our PhD programme to post doctoral opportunities and to grow our already very active post doc community.
 - Research mentoring for early career researchers
 - Appoint excellent researchers to academic positions as they arise
 - Develop supportive environment for academic staff to enhance their research careers, including sabbatical support, support in developing ERC and H2020 proposals, and effective research management support

- *To build and support cross-disciplinary platforms:* central to PEP's philosophy is that research excellence is achieved from within subject areas, but innovation can be achieved from collaborative working. Societal challenges such as the economic crisis or climate change do not fit neatly into disciplinary boxes, but require a transformative understanding of the complexity of the challenges translated to innovative policy/society responses. We therefore actively seek to build bridges across the university, working individually with colleagues across the social sciences, the built environment disciplines, natural sciences and through university institutes to create new areas of research and collaboration.
- *To further develop our research support and monitoring systems:* part of the success of PEP relates to our research support through a dedicated research manager. We seek to continue this support through building effective links with UCD Research and also to establish appropriate processes for monitoring research performance, including applications for funding, funding success, research outputs, and impact metrics. This will enable us to continually reflect upon and improve our research contribution. While Planning & Environmental Policy are not QS ranking subjects (most of our journals are covered within the geography subject area), we will seek to examine ways in which we can enhance and measure our international reputation, for example through benchmarking with similarly sized units in Europe.
- *Continue to diversify our research income base:* to ensure further funding success, we will continue to diversify our research funding sources. While continuing to pursue opportunities from our established national funders (IRC, EPA), we will extend this through collaborations to industry focused sources and European networks.

Specific Actions

For Next Year (academic session 2015/16)

- Appoint 2 new visiting professors to (1) Planning and (2) Environmental Policy
- Develop a research communication strategy, including the effective use of social media, the library repository, ResearchGate etc.
- Develop a research-led Continuing Professional Development Programme
- Enhance the linkages between our research and graduate teaching programmes
- Target participation in the following research calls: lead 2 Marie Curie Innovative Training Network proposals, participate in HERA call, EPA STRIVE programme, and IRC calls.

Over the subsequent 4 years

- Facilitate all staff to enhance their research KPIs: including growing peer reviewed output across PEP, ensuring all staff are involved in PhD supervision, facilitate staff in leading major proposals (research support), and mentoring. To facilitate this, staff will be supported in developing individual 5 year research plans. Expected outputs are an increase in journal article output, additional recruitment to PhD programme and continued research funding success.
- Continue to diversify our funding base and enhance participation in EU funding: over the next 5 years we expect our funding trajectory to be sustained, while targeting prestigious individual awards. We expect 3 ERC applications (2 starter, 1 advanced).

- Attract and recruit excellent researchers to Planning and Environmental Policy to academic, fellowship and postdoctoral positions.
- Grow our PhD programme to a steady state of 20 PhDs over the next 5 years, while improving the quality of intake. This will include enhancing mobility from our masters programmes and recruiting the best international students.
- Re-design our doctoral training programme. This will include a planned doctoral training link with Queen's University Belfast (a Russell group university), including biannual doctoral training summer schools.

ARCHITECTURE

Please set out below how your School will contribute to the attainment of this objective.

Key Strategic Objectives (max 800 words)

Research and innovation in the fields of architecture and landscape architecture is diverse and interdisciplinary by its nature. Within UCD School of Architecture this work has been described under eight categories: Culture of Architecture & Critical Practice; Historic & Contemporary Landscape; Making, Material & Tectonics; Conservation, Heritage & Reuse; Community, Participation & Society; Systems Thinking & Design; Settlement & Cities; Building Performance & Energy. To better align with UCD research objectives and major funding initiatives of Horizon 2020, the School has outlined three priority areas for research in the coming five years, which best capture the diversity of our research;

Efficient use of Resources in Buildings: Research in building performance, material performance, energy use, building design. Maps on to the UCD priority area of Energy & Environment.

Urban & Rural Settlements: Research in community and societal structures, historic and contemporary land use and settlement patterns, infrastructural systems design, urban design and planning, building design. Maps on to the UCD priority area of Culture, Economy & Society with some overlap to Energy & Environment.

Culture and Heritage: Research in cultural studies relating to building design, landscape design, visualization, representation, conservation studies. Maps on to the UCD priority area of Culture, Economy & Society.

The quality of the School's research in all these areas is exemplary however, the quantity and impact of this research is undermined by several factors which require redress in the five year strategic plan.

Ensure adequate reporting of outputs: The RMS profiles and, following from this, the Research Repository and President's Report, as currently configured by the University, do not accommodate the culture of research, scholarship and innovation in Architecture and Landscape Architecture. A systemic under-reporting of research outputs occurs across the School due to the absence of acknowledgement of the supervisor's contribution on graduate student's publications, resulting in the lack of recognition of this work in the School's metrics. The variations in types of research or innovation output of the School is also not captured by the current system, particularly for the permanent staff in active practice. The interdisciplinary nature of the School's research results in secondary supervision and contributions on Masters Studies Panels and Doctoral Studies Panels within other schools or colleges, which are not captured on the current system.

A critical objective is to have the current system reconfigured with alternative metrics to adequately represent the diversity of research, innovation and outputs within the School.

Increase support to research active staff in the school: The number of research active staff in the school, reported as 37% of FTE, is significantly lower than the College average of 66%. As with other research metrics this is misleading as a significant proportion of our permanent staff are in practice and measures of their research, innovation and outputs are not captured by the University metrics for research activity. When restricted to full-time academic staff the proportion of research active staff is 60%, a figure comparable to the College average. Nevertheless, the school recognizes the need to expand research activity through an increase in the number of research active staff, as measured by current metrics, to match the College ambition of 90% by 2020, as well as to increase visible outputs from research. This will be achieved by introducing specific support mechanisms to enable permanent staff to undertake research more effectively. Teaching and administration loads are such that many permanent staff members do not have the time available to formulate proposals, undertake research or publish findings. The institution of regular one-term research sabbaticals roled out across both full-time and part-time permanent staff would enable the required reflection and writing. Full-time academics within the School have a tradition of pursuing their research independently, which limits research capacity significantly. Using graduate research students at both a Masters and PhD level would increase this capacity, which requires a shift in ideology and practice. The School instituted an in-house research scholarship in 2011 to address this, which has raised the number of graduate research students to 21 in 2015. An annual research plan for projects across the school should be developed each summer, followed by advertising for research students and active applications to the IRC postgraduate scholarships, with a view to increasing graduate students to 4 per full-time staff member and a minimum of 6 students in the two thematic Masters degrees, for a total cohort of 56 students by 2020.

Increased research funding: Funding opportunities for research within the fields of Architecture and Landscape Architecture are more limited than for pure science and technology. Nevertheless there are identifiable opportunities which recur annually, as well as increasing opportunities within the Reflective Societies platform of Horizon 2020 and Creative Europe. Uptake on these opportunities has been historically low, in part due to the tradition of sole author research in the School, but has been increasing in recent years. An annual report on funding opportunities for the coming twelve months, coupled with a concrete research plan for the school drawn from staff proposals, could serve to increase the School's participation in grant applications. However, the relative inexperience of the staff in developing major interdisciplinary and multi-territory bids in schemes such as Horizon 2020 is difficult to overcome without additional support, which would be addressed through the appointment of a research manager for the School.

Specific Actions (Bullet Point format)

What specific actions do you intend to take to achieve the objectives outlined above.

For Next Year (academic session 2015/16)

- Establish Urban Institute/Earth Institute building as Graduate School (Research Masters, PhDs and possibly Post-docs)
- Redesign School webpage to highlight disciplines and research areas, linking staff pages with specific areas to make staff expertise more visible. Embed research metrics on research group pages.
- Establish an RMS profile (or equivalent) for research groups to capture the output of graduate student research and publications
- Work with UCD RMS staff to integrate broader range of metrics to properly represent practice based research and innovation

- Petition the University to enact a policy that all secondary supervision and all supervisory panel contributions are adequately reported on the registration system and captured in the RMS profiles.
- An annual overview of annually recurring research funding programmes should be posted to all permanent staff in June of each year.
- Annual research plan for disciplines made each August, based in part on funding opportunities, identifying graduate student requirement
- Advertise for research students in September each year for current or future projects. Suitable candidates (at Masters or PhD level) encouraged to apply for IRC grants in Jan/Feb in the following semester.

Over the subsequent 4 years

- Build extension to the Urban Institute/Earth Institute building to ensure sufficient capacity. Current capacity is for 21 students. Current research students are 21, but this is projected to increase to 56.
- Hire a part-time Research Manager to scope out funding opportunities for research active staff, offer support in grant writing
- Drawing on practice in PEP, establish a system of regular funded research leave for permanent staff to allow time for research, including the pursuit of doctoral studies
- Upgrade research infrastructure to levels required, as identified in research plans, and establish an annual maintenance fund for equipment and infrastructure development.

Section 2: Provide an educational experience that defines international best practice

a shared agenda

The new School is unique in Ireland in providing education across design and environment-related programmes, offering undergraduate and graduate programmes in Architecture (including specialist graduate programmes), landscape architecture, environmental policy and urban and regional planning. These programmes are professionally accredited and internationally recognised. The School frequently interacts with its relevant professional institutes (6 different professional institutes), which ensures that our programmes are professionally relevant and meet the highest international standards. This professional ethos is a common element across the new school. Each subject area has ambitious plans to enhance student numbers while promoting quality enhancement across all our teaching activities (from programme level to in-class activities). Key common and priority actions across the School during this transition year include:

- Increase number of students, and specifically international students coming in to our programmes.
- Develop innovative shared/joint programmes to create new teaching areas and professional pathways.
- Maintain quality and identity of professionally accredited programmes, while creating greater synergy across the School. For example, architects, landscape architects and planners work alongside each other in practice and there is much potential in replicating these modes of working within the Richview student experience.
- Explore new modes of delivery, including online delivery.
- Emphasis on ‘networks’ and ‘infrastructures’
 - More collaborative teaching at every level - Undertake a cross-school review of teaching to enhance collaboration across its 4 subject areas
- Develop strategic international partnerships to enhance student recruitment and programme delivery

ARCHITECTURE & LANDSCAPE ARCHITECTURE

Key Strategic Objectives

Describe the key objectives of the School outlining the major programmes/areas of focus for education within the School which you intend to prioritise over the lifetime of the plan

Complete process of NAAB accreditation with final review visit due in Autumn 2016. Substantial Equivalency in place for 16/17 graduating cohort.

Revisit and define programme outcomes/graduate attributes for all our degrees. Both undergraduate and graduate programmes are due a review, independent of accreditation processes.

Draw more fully on support available from Centre for Teaching and Learning for review/reform

Submission deadlines (ideally included in the Modular descriptor) and workload to be agreed and coordinated in advance

Identify and offer academic advice as early as possible

Additional support for International Students (Study Abroad students receive it, but not full time International Students)

Include general electives (level 4 modules only) in the MArch programme structure (rather than School's own general options). Alternatively identify and increase the general options within the curriculum and reduce school's own general options to allow students to (personalise their graduate taught degree) and take modules from other disciplines.

Build on the early success of the MArch Pathway as a means of attracting excellent students, often non-EU, from related disciplines

Lay the groundwork for a more clearly defined postgraduate community within new School structure

Provide additional pedagogical support (including teaching assistantships) for this community.

As set out in the section on resources, there is an urgent need to upgrade and expand IT provision, in terms of hardware, software, training and teaching.

Based on 2014 review of Landscape Architecture, continue to monitor enrolment to undergraduate and graduate taught programme. Ensure visibility of these programmes within new school structure.

Specific Actions

What specific actions do you intend to take to achieve the objectives outlined above.

- **For Next Year (academic session 2015/16)**

Introduce BSc Pathway with exit award of BSc in Architectural Science)

Improve IT Services

Include workload, submission deadlines in Modular descriptors when possible

Identify and offer academic advice as early as possible

Undergraduate programme review

Additional support for International Students

Recognition and support for conducting extra-curricular activities

- **Over the subsequent 4 years**

NAAB Accreditation (16/17 and continuing)

Increase non-EU student intake for all Programmes

Use T&L initiatives more

Better facilities including IT services

appointments to strengthen teaching areas in programmes, both where there is current lack (technologies) and where there is existing strength (history and theory)

PLANNING AND ENVIRONMENTAL POLICY

Key Strategic Objectives

Introduction

Planning & Environmental Policy currently offers one undergraduate programme and two masters programmes, all of which are professionally accredited. At undergraduate level, PEP offers a *BA in Planning, Geography and Environment*, a direct entry programme that provides the only Royal Town Planning Institute (RTPI) accredited undergraduate pathway in Ireland and therefore has national significance. Student numbers on this programme is approximately 20-25 per cohort.

At graduate level, we offer the longstanding, 2-year *Masters in Regional & Urban Planning* (MRUP) programme, which is accredited by both the RTPI and the Irish Planning Institute (IPI). In recent years, both UCC and DIT have started planning programmes; however, UCD provides a unique and nationally important contribution to planning education in Ireland, evidenced by:

- UCD has been providing graduate planning education for over 50 years and is uniquely embedded in Irish planning practice and policy;
- It is the longest established programme of planning education, and the vast majority of planning practitioners in Ireland hold the UCD MRUP degree resulting in unrivalled professional networks;
- It is the only planning school in Ireland to offer undergraduate and graduate programme in planning accredited by both the Irish Planning Institute and the Royal Town Planning Institute, providing unique professional pathways for students in Ireland;
- It is the only planning programme in Ireland with an established Chair of the discipline;
- We are the only research-intensive planning school in Ireland, providing a unique and distinctive student experience.

More recently, PEP commenced a very successful *MSc in Environmental Policy*. This programme has surpassed expectations in our business planning and has a very competitive and international intake. This programme is unique in Ireland and there are only a small number of dedicated Environmental Policy masters in Europe ensuring that PEP has a competitive advantage in this student market.

Our mission for education

The principles underlying our educational endeavours include: interactive and problem-based learning, incorporation of cutting edge research into teaching, internationally relevant content with contextual awareness, and development of effective practitioners and policy-makers. Our degrees offer a comprehensive education and training in *guiding spatial development and environmental change with planning and environmental policy methodologies and tools*.

Our **key aims** include:

- Growing our overall student numbers on our existing programmes;
- Develop innovative new teaching programmes at graduate level, involving interdisciplinary and international collaboration, resulting in expanding graduate numbers;
- Recruit significant numbers of international students to our programmes;
- Continue to deliver internationally recognised and nationally important programmes, with professional accreditation;

- Provide an excellent student experience, based on research-intensive learning, excellent facilities, and curricula and teaching at the leading edge of international best practice, emphasising inquiry-based learning, creative problem solving, practical applications and critical thinking;
- To secure our place as Ireland's leading provider of professional planning education and environmental policy, consolidating UCD's position as the university of first choice in Ireland

Key strategic objectives

To implement our key aims and mission, we have prioritized the following strategic initiatives:

1. Continued growth of student numbers on our existing graduate programmes

MSc Environmental Policy: The key growth area at graduate level has been our recently established MSc Environmental Policy Programme, introduced in 2012/13. The initial business plan for this programme envisaged an intake of 12 students p.a. over the first 2 years growing to a steady state of 25 students. However, this programme has far exceeded these numbers, recruiting 28 students (including 6 non EU) in its second year of running. It is clear that we have developed a global leadership in this area attracting students from throughout Europe, north and south America and Asia. Over the next 5 years, we expect this programme to grow to a steady state of 30 students. Significantly, we expect to grow the non-EU student numbers to 12-15 p.a.

Masters in Urban & Regional Planning: This 2 year programme has been affected by the Irish construction crash and public sector recruitment freeze, impacting on national recruitment. We have responded by re-orientating the programme towards an increasingly internationalised curriculum with the dual purpose of: (1) equipping Irish students with the ability to understand and work within planning systems globally; (2) to compensate for the loss of Irish students by appealing to international students for recruitment. We are increasingly seeing the fruits of this investment with a substantial increase in the recruitment of overseas students. For example, 22% of current students are non-EU, and we expect to grow this percentage to around 25-30% while growing absolute numbers on the programme. Over the next 5 years, as the Irish economy shows signs of recovery and the employment of planning graduates steadily improves (particularly in the private sector), alongside increased international recruitment, we expect a further growth in recruitment.

2. New programme development

Restructure and rename our undergraduate programme: within the context of a school restructuring and a shift from Human Sciences to Engineering and Architecture, it is necessary to realign our undergraduate programme and to enhance the potential for collaboration within our new school. Therefore, a key objective will be to rename our undergraduate programme as a BSc in Urban Planning and Environmental Policy, and to shift the governance of this programme to the Architecture Programme Board aligning programme, school and college governance. This change will also enable us to enhance the planning and design content of the programme, in particularly introducing more studio teaching (at 10 credits) which is the norm within architecture and landscape architecture programmes. We will also share some modules with architecture and landscape architecture.

Implement the introduction of a new MSc in Urban Design & Planning: we have been collaborating with the School of Architecture over the last 18 months to introduce a new MSc in Urban Design & Planning, to provide a professionally accredited specialist planning masters. We have secured various university approvals during 2014/15 and we will formally launch and market the programme during 2015/16 with a September 2016 start.

Develop innovative dual accredited masters programmes: PEP is currently at an advanced stage of developing and introducing a new joint professional planning programme in partnership with University of Illinois Urbana-Champaign, one of the leading planning schools in the US. The aim is to introduce a two-year masters programme, with students spending 1 year in UCD and 1 year in UIUC, with students receiving dual recognition from both universities. Uniquely, this programme will be accredited by the Royal Town Planning Institute (UK), the Irish Planning Institute and the Planning Accreditation Board in the US, providing the only professional planning programme world-wide with transatlantic accreditation. At this stage, PEP's Prof. Nedovic-Budic has been in UIUC as part of her sabbatical and the head of department from the Planning School in UIUC recently visited UCD to finalise programme structures and meet with UCD International Office etc. We aim to introduce the joint programme in 2016/17 – although we envisage relatively small numbers (6 students p.a.), the programme will add prestige and profile within the north American market (one of our target regions) to the School in terms of US recruitment to our existing MRUP programme. In addition, after discussions with UCD International Office, we envisage that this will programme will have strong appeal to potential students from outside both the EU and US (specifically students from South Korea, India and China), who would benefit greatly from training in both US and European contexts.

3. Curriculum enhancement and enhancement of classroom activity

As a professional school, our programmes are regularly accredited by professional bodies, including the RTPI (annual visits) and the IPI (every 4 years), and this interaction ensures that our programmes meet the highest international standards in terms of content and delivery. However, we seek to constantly reflect on and improve our programmes. A priority area over the next 12 months will be to review the curriculum of the MSc Environmental Policy – we have now completed the 3rd year of this programme and a review is now timely and also reflects new staff appointments in this area. Moreover, we will review our MRUP programme in light of recent staff departures. In relation to enhancing classroom activity, over the next 12 months we aim to review and standardise: (1) procedures for student feedback and (2) assessment strategies across our programmes including intensity of assessment.

4. Enhance and maximize collaborations within our new school

Related to the above review, a priority action over the next 12 months will be to identify potential teaching linkages across the new School of Architecture, Planning & Environmental Policy. The benefits of this will be: (1) to generate greater efficiencies where possible across our programmes; (2) to increase the exposure of our students to an interdisciplinary learning environment, working alongside students/faculty from different backgrounds; and (3) develop new teaching areas as opportunities arise.

5. Enhance the PEP Student Experience

Over the course of the strategic plan, we will seek to enhance the student experience through a focus on 'networks' and 'infrastructure'. Networks will focus on building the students' professional networks through enhancing our activities with professional institutes; facilitating student societies to initiate networks with their peers; and build networks with local employers and practice. A focus on infrastructure refers to ensuring that we develop and maintain world class facilities in Richview for professional education.

6. Develop a new recruitment, marketing and internationalization strategy

Aligning Planning within a new school alongside architecture offers significant potential and benefits for marketing our programmes to potential students, particularly to international students where planning is commonly associated with architecture (e.g. north America and Asia). For Environmental Policy, an alignment with architecture poses some challenges for recruitment as this school configuration is less common, suggesting particular care should be taken concerning marketing of this programme. In this context, and in collaboration with colleagues in Architecture and the College office, we aim to develop a new recruitment, marketing/branding and internationalization strategy over the next 12 months. The aim of this strategy will be 3-fold: (1) raise awareness nationally and internationally of our new school, including with professional institutes and employers; (2) increase national recruitment to our graduate programmes; (3) significantly increase international recruitment to our graduate programmes, geographically targeting three regions – China, Chicago-Boston-New York, and Latin America.

Specific Actions

For Next Year (academic session 2015/16)

- Market and launch our new MSc in Urban Design & Planning
- Restructure and rename our undergraduate planning programme and align with college governance structures
- Implement reviewed changes to the MSc Environmental Policy programme
- Develop new student feedback protocols and review assessment strategies across PEP modules
- Implement a 1+3+1 undergraduate partnership with Harbin IT (China)

Over the subsequent 4 years

- Restructure and rename our undergraduate planning programme and align with college governance structures
- Further develop and launch our joint programme with UIUC
- Deliver our new MSc in Urban Design & Planning
- Undertake a cross-school review of teaching to enhance collaboration across its 4 subject areas
- Develop and implement a new marketing, branding, recruitment and internationalization strategy

Section 3: Consolidate and Strengthen Our Disciplines

a shared agenda

Consolidating and strengthening our disciplines is core to our strategic vision. APEP has four recognised subject areas, each with its own professional institutes and stakeholders, each with very different student markets, and with contrasting research traditions. Therefore maintaining disciplinary profile, visibility and identity will be central to enabling each subject area to strengthen. Moreover, to maximise the potential benefits of a multidisciplinary school, requires strong disciplines as a departure point. Key actions within 2015/16 include:

- The shared objective is to maintain the integrity, autonomy and visibility of each discipline area within the school, reflected in the branding and governance of the school.
- Establish effective school governance structures and processes that enable each subject area to flourish
- The links between profession and academic units to be enhanced.
- To develop a Marketing/Branding/Communication strategy: it is imperative that we communicate our new school narrative and vision with our key stakeholders, including future and current students, professional institutes, employers, and research partners
- Website development: as a key tool to promote our new school and maintain subject level visibility
- To maintain our external links to enable APEP to continue to shape agendas within our professional bodies, learned societies, editorial boards etc.

ARCHITECTURE & LANDSCAPE ARCHITECTURE

Key Strategic Objectives (max 800 words)

Describe the key objectives of the School in this area which you intend to prioritise over the lifetime of the plan

Discipline of Architecture:

- Continue to make significant contribution to Irish and global architectural culture;
- Enhance our reputation both nationally and internationally through research performance, educational quality and the quality of architecture produced by our staff and alumni;
- Maintain our duty of care to the discipline, profession and society;
- Maintain the integrity of the discipline;
- Seek to improve the student experience through securing better teaching space, resources and facilities;
- Maintain the vital connection to the profession of architecture by consolidating the role of part-time professional staff in the school;
- Secure NAAB accreditation in order to improve our global engagement and international reputation;

Discipline of Landscape Architecture

- To continue to develop a highly visible and influential programme in landscape architecture at undergraduate and graduate level.
- To provide the relevant educational foundation for exemplary professional practice.
- To position the Landscape Architecture research agenda to take a leading role in major environmental and societal challenges
- To foster design and innovation in education, practice and research.
- To provide a supportive work environment to attract and retain quality staff.

- **Specific Actions (Bullet Point format)**

What specific actions do you intend to take to achieve the objectives outlined above.

For Next Year (academic session 2015/16)

- Complete Stage 3 of NAAB accreditation process;
- Develop coherent career path for part-time staff, who are vital to the standing of the school in relation to the profession..
- Improve online presence and exhibition of school work;

Specific Actions

Over the subsequent 4 years

- Agree and put in place clear career path for part-time staff.
To set in place acquiring Landscape Institute (UK) accreditation for landscape architecture

PLANNING & ENVIRONMENTAL POLICY

KEY STRATEGIC OBJECTIVES

1. Maintain and enhance our links with the planning profession

As the longest established planning programme in Ireland, our links with the profession and planning practitioners is unrivalled. This leads to direct benefits in ensuring that we maintain links with Ireland's leading planners to provide inputs into our teaching programmes, while also providing essential service to the wider community. In this regard, key actions relate to: maintaining our representation and presence on professional bodies; maintaining links with practitioners within our teaching programmes; developing CPD activities to enhance our standing within the professional community; and continue to serve on state boards and policy advisory roles.

2016 represents 50 years of planning education in UCD, and this half-centenary will provide a useful platform to engage with the planning profession and our alumni while also promoting the new school.

2. Maintain our profile within our international academic networks

Promoting our disciplines beyond Ireland is essential for our standing among our peers and we will continue to ensure that we maintain strong international linkages. This includes key contributions to our disciplines through our current positions as editors or on editorial boards for leading international journals, an active role in academic learned societies, active participation in international conferences and within international research consortia, active membership of international bodies (particularly the Association of European Schools of Planning) and conference organisation (for example, UCD Planning hosted the world planning congress in 2013).

3. Contribute to the public's understanding of planning and environmental policy debates

Planning and environmental debates have been deeply contested in Ireland over the last 15 years – from issues of urban sprawl to water charges. PEP staff have been active in these public debates and we seek to enhance our profile by engaging with the wider public on key societal challenges. This includes our continued presence in the media (staff regularly contribute op. ed. newspaper articles) or other public forum such as our involvement with publicpolicy.ie.

4. Improve visibility of planning and environmental policy research with national stakeholders

Maintaining a high profile with policy-makers is essential to ensuring knowledge transfer and policy impact and we will continue to prioritise this activity. This includes organising policy workshops, research-led CPD, and communicating effectively with policy-makers.

Specific Actions

For Next Year (academic session 2015/16)

- Organise a series of public events to celebrate 50 years of Planning in UCD as a means to promote the discipline and to engage with the profession and our alumni.
- Enhance our links with leading practitioners to improve the student experience within planning and environmental policy programmes.
- Maintain an active presence within the Association of European Schools of Planning and within key international planning conferences.

Section 4: Conduct Strong Interdisciplinary Research and Education in Important Areas of National and Global Need (Optional)

a shared agenda

It is important to note that the new school will be interdisciplinary, involving a wide spectrum of methodologies, theories, research networks etc. This is a potential strength of the new school in terms of providing novel perspectives, developing new learning partnerships with stakeholders and contributing to interdisciplinary ‘problem-solving’ in relation to key societal challenges.

Our school is ‘outward orientated’, engaging with a wide range of stakeholders, policy-makers, practitioners and citizens, enabling the school to provide national leadership. We will be uniquely placed in Ireland, as the only school which combines architecture, planning, landscape architecture and environmental policy.

Key priorities for 2015/16 will include:

- To enhance the profile of the new school in relation to issues of urgent national and international importance – e.g. environmental change, heritage management, planning, landscape housing quality, transport etc.
- To make a strategic appointment of a lecturer who will work across our 4 subject areas to enhance interdisciplinarity at the school level.
- Continue to build linkages with institutes and other units – staff and units with the school have an established track record of collaborating across the university with colleagues in the UCD colleges of: Science, Engineering & Architecture, Health Sciences and Agriculture, Business, Social Sciences and Law, Arts and Humanities, and with NCAD and IADT. Therefore, we will seek to enhance our role as a ‘research hub’ making connections and leading research relating to design, environment and built environment issues.

Planning and environmental policy

Planning and Environmental Policy are well positioned to contribute to interdisciplinary research within the university and beyond, with a significant track record of participating in a leading transdisciplinary research endeavours. This includes a track record of leadership in the former Urban Institute and the UCD Earth Institute, and participation in key research platforms such as the Geary Institute and the Graduate Programme in Public Policy.

KEY STRATEGIC OBJECTIVES

1. Maintain our participation and leadership of key university research platforms

PEP staff have been central in the establishment of the Earth Institute and continue to play a role within its Executive Management group. We will continue to support cross university institutes in line with university

priorities. Furthermore, as new research priorities emerge, we will seek to support these endeavours and engage with, for example, the Energy Institute and the emerging area of the bio-economy.

2. Enhance our role as a bridge between social sciences and STEM subjects in relation to key societal and environmental challenges

Major research funding requires the engagement and integration of policy and societal understandings into research programmes relating to major societal challenges, such as climate change, biodiversity loss etc. We will continue to work with colleagues across the university to ensure UCD has the capacity to provide holistic research within environmental priority areas.

3. Develop new synergies within built environment research, teaching and practice

The new school and college configuration will significantly improve our ability to contribute to a wider agenda of built environment research, teaching, engagement and CPD. UCD has an unrivalled cluster of built environment related disciplines located in Richview and Newstead. This offers greater opportunities for collaboration across our priority developments. Exploring potential synergies across planning, environmental policy, architecture, landscape architecture and civil engineering has much potential.

4. Continue to enhance our involvement with wider social science and public policy related research and teaching

PEP has been instrumental in leading public policy related initiatives in UCD over the last 10 years, with PEP staff leading the introduction of a masters in public policy and PhD programme in public policy (established by an IRC seed funding). We will seek to continue to contribute to this area in terms of research, teaching and engagement.

SPECIFIC ACTIONS

For Next Year (academic session 2015/16)

- Undertake a review of planning and environmental policy education to maximise the linkages with architecture, landscape architecture and civil engineering
- Explore the potential for collaborative built environment research and CPD provision

- Promote PEP and the wider school as a national and international centre of excellence for built environment research and education and aligning with QS Rankings for Architecture and Built Environment metrics
- Continue to play a leading role with the Earth Institute and to engage with other relevant interdisciplinary research platforms e.g. the Energy Institute, the Geary Institute for Public Policy

Over the subsequent 4 years

- Participate in collaborative activities within the wider design area through deepening engagement with NCAD and IADT led through UCD Architecture.
- Develop and implement a Built Environment CPD programme

ARCHITECTURE & LANDSCAPE ARCHITECTURE

Key Strategic Objectives (max 800 words)

Describe the key objectives of the School in this area which you intend to prioritise over the lifetime of the plan

The School's three priority research themes - *Efficient use of Resources in Buildings; Urban & Rural Settlements; Cultural Heritage* - are interdisciplinary by nature, drawing on expertise in the fields of engineering, planning, geography, archaeology, art, art history and cultural policy. The School has traditionally worked in an interdisciplinary manner across these disciplines both informally and through the more structured platforms of interdisciplinary research institutes such as the UCD Earth Institute, the UCD Forest Research Centre and the UCD Humanities Institute. More recent developments include the alliances with NCAD and IADT in research and teaching in relation to art practice and civic life and visualization methodologies respectively. These latter alliances will encourage both research and teaching across disciplinary and institutional boundaries.

The School's strategic objectives for its interdisciplinary research are;

- to raise the visibility and impact of this work at a national and international level
- to increase delivery of cross-disciplinary teaching
- to increase funding of cross-disciplinary research
- strategic recruitment of one full time member of staff who works across Landscape Architecture, Architecture, Urban Design, Planning
- develop strategic interdisciplinary alliances in research and teaching through use of RISE for fellowship exchanges with international partners

Specific Actions (Bullet Point format)

What specific actions do you intend to take to achieve the objectives outlined above.

For Next Year (academic session 2015/16)

- redesign website to article research groups and national/international alliances

- to increase delivery of cross-disciplinary teaching with UCD Mechanical Engineering, UCD Civil Engineering, IADT and NCAD
- establish areas of convergence with potential partners in academia, enterprise, government with a view to identifying potential funding

Over the subsequent 4 years

- strategic recruitment of one full time member of staff who works across Landscape Architecture, Architecture, Urban Design, Planning
- outline a strategic recruitment plan around research priorities
- identify infrastructure needs of research themes and develop/implement strategy to meet these needs

Section 5: Attract and retain an excellent and diverse cohort of students, faculty and staff (Required)

a shared agenda

Attracting and retaining excellent students and staff is a priority for the School. All subject areas within the school are committed to providing an excellent student experience which produces graduates of the highest international standing. Our strategy is focused on both quality enhancement and growing student numbers, which in turn will enable a sustainable growth in recruiting new faculty. An expanding faculty base will then enable the school to deepen specialist areas and develop new teaching areas and professional skills which reinforces the student experience.

During 2015/16, the new school will prioritise a school-wide enrolment planning and resource planning process and agree a coherent four-year strategy for growth in student numbers, which can secure budget for increased staffing between 2016 and 2020. Alongside enrolment planning, the school will develop a school-wide student recruitment strategy, with the dual aim of sustainably growing student numbers and increasing the quality of the student intake, including high quality international students.

In parallel to growing staff numbers within budgeted plans, we will also prioritise staff development among our existing faculty and staff. Measures that will be implemented will include effective staff mentoring, staff development plans, and enhancing career trajectories for part time staff.

ARCHITECTURE & LANDSCAPE ARCHITECTURE

Students

Reflecting on current and recent enrolment patterns, the best strategy is to focus on undergrad recruitment. This requires little specific/additional action, and delivers additional students into GT M.Arch in due course.

To date, enrolment to taught masters, specifically m.arch.sc has been unreliable, with few high-quality applicants.

Following analysis, the best strategy seems to be either

- a) Increase UG intake, both EU and Non-EU
- b) Significantly alter balance of UG intake, with greater proportion being non-EU

(see

Option a) is completely within school's control, assuming that applications remain at present levels or increase. However it has immediate space and resource implications.

Option b) involves engaging with university-level (GEG) international strategy, particularly in US and China. It is not entirely in our control. But, space and resource implications are less pronounced.

Overall, option b) seems a better option, as it is very much in accord with GEG activity, and it allows the programmes to be positioned as 'exclusive', international, focussed, with good staff-student ratios etc.

Please set out below how your School will contribute to the attainment of this objective.

Key Strategic Objectives (max 800 words)

Describe the key objectives of the School in this area which you intend to prioritise over the lifetime of the plan

Students

Achieve student intake as per enrolment plan

Take initiatives to increase UG intake into LArch and GT intake into MLA

Over the course of the next five years, move ratio in UG BSc towards 23% (15 out of 65).

Also offer more places for DARE, HEAR, Mature and FETAC (LArch).

Recognise extra-curricular activities (and advertise that through our school website, Open-day etc).

Attract more students from the US. Target specific schools from the US Liberal Arts Programme for our Professional Programmes of MArch and BSc in LArch.

Introduce BSc Pathways for Architecture and LArch

Continue to promote MArch/MLA Pathway to Non EU Students

MArch Pathway:

Create BSc Pathway (min 90ECTS) for Arch and LArch with exit degree of BSc.

More diverse student body. Use MArch / BSc Pathway programmes to achieve this goal.

Improve MArch Pathway option. Use Pathway programme to attract more diverse and excellent cohorts of students

Consider 4yr BArchSc (240 ECTS) and MArch with max 210ECTS to min 60ECTS – both as professionally recognised degrees. (RIAI - ?)

Identify and engage more with local feeder schools for our UG programme

Identify US secondary schools / Liberal Arts Schools with Architecture major and establish links

Staff *(All comments must be taken in the context of the new school structure)*

Staffing of UCD Architecture reflects the disciplines' diverse nature in terms of its programme and research interests and consists of full-time and part-time permanent academic, hourly paid, administrative and technical staff. This in itself presents unique challenges; to meet the highest international teaching standards, fulfil institutionally required professional competences and to pursue academic research at the highest level. In addition, the UCD 'one system fits all' has led to on-going difficulties for the school in supporting its unique staffing structure – a consequence of the discipline, similarly practiced in schools of architecture internationally. While the school has made great efforts under particularly difficult economic constraints, the current staffing levels do not support further development at undergraduate or postgraduate levels and so there is an urgent need to address the matter.

Suggestions

1. Due to cut backs, lack of appointments, retirements, etc. full-time staff are currently contributing a disproportionate amount of time to administrative functions, etc. thus taking from their primary responsibilities of teaching & learning and research. The school needs to address this by developing and supporting its administrative system and relieving its academic staff of such duties.
2. New appointments in key academic fields are urgently needed in moving into the current strategic time-frame to support, in particular, its research activities. Only through such appointments can the academic agenda of the school development into the future.
3. Greater support should be provided to existing staff in support of developing teaching and research activities. Due to low staff numbers there is none or little disciplinary cover nor capacity to support sabbatical, time out for development or training, etc. A formal staff development system should be employed to support those who wish to undertake career development for the sake of the school, its programmes and for their own development and promotion opportunities.
4. A clearer career development path and supporting system should be initiated and supported for part-time permanent staff who choose to develop teaching & learning and/or research activities within the school.
5. Greater account needs to be taken of a broader and more diverse research output so that staff's activities can be duly credited. Again, the UCD 'one system fits all' is not supporting the broad and important work carried out by Architecture staff and so none or little credit is gained towards promotion or even recognition of effort. This includes the work carried out and accomplishments achieved by staff who are also in professional practice.

Specific Actions (Bullet Point format)

What specific actions do you intend to take to achieve the objectives outlined above.

Students

- **For Next Year (academic session 2015/16)**

Increase UG LArch to 25. Hold current Arch intake

Keep current student intake numbers in Architecture, but offer more places for Non EU, DARE, HEAR, Mature. Ratio of 2:1 for CAO : Non EU, DARE, HEAR and Mature

Identify and engage more with feeder schools for UG programme

Create BSc Pathway (min 90ECTS) for Architecture with exit degree of BSc ArchSc (need to clarify that with the Registry)

Use our accreditations effectively to attract excellent students

Work more with UCD representatives in the US and other regions to attract more students to the UG and PG Programmes

- **Over the subsequent 4 years**

Use current student work to attract potential students

Use the web more effectively to market the school

Identify other excellent Chinese schools to establish student feeder contracts (following 1-3-1 model of Harbin IT)

Liaise more with the International office and UCD Global centres

Identify Chinese International Schools

Staff

Make plan for appointments in 2016 and following years – augmenting strength in key areas, and facilitating growing intake at graduate level.

Improve staff/student ratio

Augment administrative staff capacity (feasible through new school structure)

Planning and environmental policy

Key Strategic Objectives

Student-related:

1. Develop a new domestic and international student recruitment strategy

The alignment of PEP within a school with architecture and landscape architecture enables PEP to market its programmes in a more effective manner than within its current configuration i.e. an emphasis on professional pathways, accredited programmes and linkages with practice. Moreover, from an international perspective (particularly Asia and North America), the new school grouping aligns with international norms providing an opportunity to communicate the mission of PEP more effectively.

2. Develop strategic international partnerships to develop ‘feeder’ links into our undergraduate and graduate programmes

A key aim is to avoid a ‘scatter-gun’ approach to international recruitment and to develop strategic international partnering as a means of fostering increasing international student numbers. This will involve working with the International Office and the Vice Principal for Internationalisation with our new College to develop appropriate and meaningful partnerships.

3. Raise the quality of our PhD intake

While we have been successful in attracting excellent domestic students to our PhD programme, the experience with recruiting international students has been more mixed. In this regard, we wish to focus on ensuring that potential international students are of the highest quality and that we compete effectively with leading universities to attract the very best graduate students – this will include ensuring that attractive scholarships and a high quality PhD training programme is provided.

4. Enhance mobility from undergraduate to graduate study (and PhD)

In addition to attracting the very best domestic and international students, it is important to also ensure that we retain UCD students and ensure effective student mobility from undergraduate to graduate (and when appropriate, PhD) levels. For example, relevant actions range from internal marketing of our graduate programmes to UCD students to ensuring that undergraduate students are exposed to a research-intensive learning environment that will enthuse students to enter graduate study.

Staff-related:

5. Effective mentoring of early career researchers (post docs and academics)

Senior staff have a key role in mentoring early career researchers and ensuring that practices of the highest international standard are adopted. In this regard, subject heads will play a key role in ensuring that early career researchers are supported and advised in developing appropriate career goals.

6. Enable staff to avail of promotion opportunities

The lack of promotion opportunities over the last decade has been one of the key challenges in managing a school and in maintaining school morale. A key priority is to ensure that staff are in a position to avail of future promotion opportunities through an equitable distribution of leadership roles, participation on college committees as well as mentoring staff.

7. Staff development planning

To enable staff to fulfil their potential and to develop their careers effectively, a model of staff development planning will be established, with agreed short term and medium term goals for each staff member across teaching, research and service.

Specific Actions

For Next Year (academic session 2015/16)

- Develop and implement a student recruitment strategy in collaboration with the wider school and colleagues in the College office
- Implement an international partnership with Harbin IT for a 1+3+1 undergraduate programme in Planning
- Develop a mentoring and staff development process

Over the subsequent 4 years

- Develop further international partnerships with leading Chinese universities
- Focus international student recruitment in China and North America

Section 6: Build our Engagement, Locally, Nationally and Internationally

A SHARED AGENDA

The new School of Architecture, Planning & Environmental Policy is well positioned to claim centre stage in national debate on development/planning and environmental issues in post-crisis recovery. We have a significant track record of contributing to and shaping national debates in relation to the built environment and the economy, and our contribution to related professions and practice is unrivalled.

One of the key benefits of the new school alignment is the development of significant critical mass for engagement at a range of scales – within the city, region, the Irish state and wider global engagement. This is evidenced by our active involvement with civil society, policy stakeholders, European institutions, academic societies and professional institutes, engagement with professional practice and the wider design community. This is demonstrated with two illustrative examples:

1. *Contribution to national policy making:* faculty within the school are active in key government roles, including chairing the National Competitiveness Council, membership of the government's climate change committee, a member of the Irish and EU climate change negotiation team, board membership of the National Roads Authority, as well as providing evidence to Oireachtas committees and advisory roles.
2. *Contribution to international design practice:* for example, this year UCD Architecture has been internationally recognised as academic staff (O'Donnell + Tuomey) have been recognised for a lifetime's work of contributing to the advancement of architecture with the the Royal Gold Medal from the Royal Institute of British Architects and shortlisted for the prestigious Mies van der Rohe Award 2015 EU Prize for Contemporary Architecture.

In addition to building on these contributions, the school will seek to extend its international networks through strategic partnering, building Erasmus networks and through an active visiting professorship programme.

Key Strategic Objectives

Effective engagement will be developed through a series of interrelated and multi-layered objectives as follows:

1. Developing a Continuing Professional Development programme

At present, there are notable successes within the school for professional engagement such as Architecture's successful Professional Practice Diploma and CPD activities integrated into planning and landscape architecture research projects (e.g. the Eco-Plan project CPD dissemination). To build on these examples, we will seek to develop a more holistic and strategic approach within the new school as we now have improved critical mass and support for CPD activities.

The school is currently devising a programme for 2015/16 as a pilot with a first roll-out involving a half-day session for architects in early June. Following from this, the sessions will be programmed around certain themes or develop (such as housing) as cross disciplinary format Initially, the CPD programme will be marketed through Mailing Lists, website, social media etc. with booking to be arranged through UCD Booking Centre which facilitates pre-payment by credit card, income paid directly to the school. For this to be successful, appropriate staff supports are required, including staff designated (both academic and

administrative) to coordinate new School CPD webpage and email address, to coordinate academic staff proposals and approvals at Architecture Programme Board, to arrange timetable and marketing, to take enquiries (email and/or phone) and direct to Booking Centre, to arrange room bookings/ venue requirements/ services supports etc., to confirm arrangements with lecturers/ external experts, and to arrange catering services as required.

To ensure that the CPD programme meets the highest standards to maintain quality, the Architecture Programme Board will be required to approve CPD offerings in advance (See policy here:

<http://www.ucd.ie/registry/academicsecretariat/cpds.htm>)

2. Develop a knowledge transfer strategy

All subject areas within APEP are outward-facing, seeking to contribute to national and international debates, design and planning practice, policy innovation and the enrichment of civil society within Dublin, the wider region, nationally and beyond. As part of this agenda, we will seek to develop a knowledge transfer strategy designed to ensure that our research is effectively communicated to our key stakeholders in an accessible format (beyond simply academic publications). This complements CPD, but is much wider in scope to maximise research impact. Integral to this approach is ensuring that APEP contributes to key urban and environmental debates from our teaching and research engagement. Dublin provides an active ‘urban lab’ and through experimentation, design, exhibitions, data collection and analysis, we aim to contribute the Dublin’s urban experience and wider Irish society.

3. Develop meaningful research engagement: involving the end-users of research, learning partnerships, and the co-production of knowledge

In addition to communicating our research to key stakeholders, it is becoming increasingly important to involve the ‘end-users’ of research in the whole research process – from inception and design to dissemination. Therefore, to enhance research, we will actively seek to develop innovative learning partnerships to generate new forms of knowledge and for effective research dissemination.

4. Contribution to and leadership of professional and academic bodies

Faculty within APEP have a significant track record of participating and leadership in both professional institutes and academic bodies, appointments to external examiner roles, membership of editorial boards or editorships of journals, and conference organisation. We will seek to ensure that staff continue this presence at both international and national level through recognising these contributions and service within school workloads.

5. Enhancing the public profile of architecture, landscape architecture, planning and environmental policy within wider society

This will be achieved through a programme of public events, developing a media profile, furthering our social media activities, organising public lectures, and public exhibitions of design work.

6. Global engagement and international networks

Both the current School of Architecture and PEP have an active agenda regarding global engagement and in fostering international networks. Apart from membership of various international research consortia and resulting scholarly publication etc, the school will aims to develop a coherent global engagement strategy during 2015/16 to develop a number of other activities to engage itself at an international level. These include:

- A visiting professorship programme: this has already been implemented in PEP and will be extended to architecture to network with leading academics in our field. Visiting Professors will feed into the school's research programmes while also providing masterclasses within our doctoral training programme;
- Establish strategic partnering for research e.g. the school has initiated participation in the international NEURUS network for urban development research exchange;
- Student mobility and exchange programmes, including an expansion of Erasmus and study abroad agreements, JYA US exchanges, and bespoke exchanges with leading US universities;
- Introducing joint graduate degrees with US universities and 1+3+1 undergraduate pathways with leading Chinese universities;
- Further advancing US accreditation of UCD Architecture programmes and exploring US accreditation of PEP professional planning programmes

Specific Actions

For Next Year (academic session 2015/16)

- Develop and implement a School-wide CPD programme
- Establish the use of the former Urban Institute building to form a CPD hub for Richview
- Develop a knowledge transfer and public engagement strategy
- Continue work on US accreditation
- Establish a school-wide Visiting Professorship Programme

Over the subsequent 4 years

- Continue to extend our global networks for research, student and staff mobility and profile
- Establish the Richview CPD programme as a leading centre for professional development with income generated reinvested.
- Continue to engage with professional institutes, academic bodies and wider service to the community
- Continue to make significant contributions to policy and to design practice, nationally and globally

Section 7: Develop and strengthen our University community (Required)

Key Strategic Objectives

A key challenge facing our new school is to effectively build a community of faculty, staff and students with a common mission with enhanced opportunities for personal and professional development. The key building block within the school will be its four subject areas – both faculty and students identify with their own disciplinary area – and it is important the subject level autonomy is reflected in school governance structures. Central to this approach is that each discipline respects the norms, practices, cultures and pedagogical traditions and best practices across the whole school, and recognise that the school will be strengthened when each of its subject areas is enable to flourish.

With its extensive connections to other Colleges within UCD (Human Sciences, Arts and Humanities etc) and to partner institutions (NCAD, IADT), the school is uniquely position to become a connective hub within the university community, drawing colleagues from a wide range of disciplines into collaborative activities.

Specific Actions

For Next Year (academic session 2015/16)

- Develop effective and inclusive governance structures and processes within the new School;
- Improve internal and external communication
- Develop student engagement with the future development of Richview campus and links with Newstead
- To maintain and develop connections across colleges, and with partner institutions (NCAD and IADT)

Over the subsequent 4 years

- To support an active Richview student body and student engagement with the enhancement of the student experience
- To develop networking activities for students and employers, e.g. student exhibitions
- To develop and implement an alumni strategy

Section 8: Further develop world-class facilities to support the vision (Required) a shared agenda

Key Strategic Objectives

Richview, located on the periphery of the Belfield Campus, benefits from its compact and integrated nature but suffers from an apparent isolation from the main campus. Its buildings have not been maintained over the years, the result being a rather dilapidated main building and peripheral support buildings. This has been commented on by visiting students, academic staff and accreditation bodies. In addition, all spaces are now at maximum capacity and no longer support programme expansion.

The Richview Campus is unique among the many UCD campuses and supports the nature of architectural, planning and built environment education. The proximity of the Richview Library, the Building Lab, the Built Environment Lab and the studios, in particular, offers a critical infrastructure critical to delivering the highest standard of education. Over the years Richview has become a strong source of identity and pride among staff, students and graduates. Richview has the potential to become a key asset in terms of recruitment and engagement – however, urgent work is now needed to develop Richview into a world-class facility to support the school's mission.

1. A Development Plan for Richview and Newstead

As part of the wider branding of the new school, the Richview campus facilities also require investment. Richview is potentially a key asset in relation to student recruitment and wider engagement possibilities; however, it has often been a neglected part of the wider UCD campus. At the most basic level, the Richview campus requires a clear signage strategy, reflecting the new school configuration and also to provide clearer links with Newstead and Belfield. There is also an opportunity for a wider rebranding of Richview/Newstead as the 'UCD Built Environment' campus or the 'UCD Design & Environment' Campus. There is also an opportunity to examine other Richview facilities, from café provision to car and bicycle parking. In addition to teaching spaces – see below – there is also a need to upgrade PhD suites and office accommodation for our post docs and fractional teaching posts.

2. Enhancing Richview teaching spaces

Related to the above, there is an urgent need to review and enhance teaching spaces in Richview. This process has begun with a review of the Richview space, and implementation of its recommendations should be a priority. This includes an upgrade to studio spaces, increased ICT provision within teaching spaces, excellent ICT labs for GIS, CAD, geospatial and visualisation technologies, and the maintenance of our current excellent library provision. The provision of good quality studio environments is of critical importance to the delivery of the programme but also to our capacity to attract and retain high-quality students, staff and postgrads.

3. Develop and implement a School wide ICT strategy

The School is at a critical juncture in relation to ICT provision, which is no longer adequate for the needs of educational and research programmes. Without this in place, we will lose students and not be in a position to recruit others. Students need to enter a school where all digital work can be sustained by the system at every stage in their progression. Their ambitions need to be supported, not thwarted.

The four subject areas represented in the new school share many common ICT interests and activities across all levels. At the same time there is a notable deficiency in programmatic activity and resources to support its development, from first year through to PhD and staff research. Such needs are clearly articulated in the reports issued by the RIBA, NAAB and Royal Town Planning Institute from their most recent accreditation visits. As such, there is an immediate need to address the lack of provision of ICT in the four subject areas represented in the new School of Architecture, Planning and Environmental Policy. While initially the plan is to catch-up with international best practice, there is a clear opportunity to showcase such resources and outcomes in the on-going drive to attract more international students.

To address ICT in the programmes and to support on-going development of related research activities it is proposed to implement a common strategy in the areas of teaching & learning, hardware & software and research support. A specific emphasis will be placed on further developing research in the fields of GIS, CAD, spatial modeling and visualisation. A three year programme of development is planned with a significant effort being made in year one in anticipation of the final visit of NAAB.

Of the existing and anticipated needs identified to date there is significant overlap between the subject areas. The overarching strategy is to utilise as far as possible the services provided by central UCD IT Services and to supplement these to address specific disciplinary needs that cannot be provided by UCD.

4. Incorporating the former Urban Institute Building (Richview) into the new School

The former Urban Institute building, located in Richview, is currently used by Earth Institute researchers (primarily comprising researchers from APEP). This building has the potential to perform a key role within the new school – perhaps rebranding as the UCD Urban Lab – which will meet many of our key strategic objectives. This building has high potential to provide a ‘front of house’ function for the new school; provide a CPD training facility; a hub for our public engagement and outreach activities; a hub for GIS/CAD/visualisation technologies to provide a training base for students within our school, schools within the College of Engineering and Architecture, and external training and CPD; and a space for doctoral training.

Specific Actions

For Next Year (academic session 2015/16)

- To address deficiencies in ICT activities at undergraduate level, it is proposed to develop in-house a number of short and intense online courses to be taken by students in advance of each semester. These will later be offered online as CPD courses.
- In relation to research support, priority will be placed on strengthening the research fields of GIS, spatial modelling and visualisation. A dedicated lab with provision for workstations and appropriate applications should be made available in the Urban Institute, supported by a data server to be hosted by UCD IT Services and ancillary services. A high-end audio-visual studio will also be provided to support research initiatives in modelling and visualisation.
- To fully support such an ambitious but much needed ICT strategy, the appointment of a Senior Technical Officer will be required – this will replace the loss of technical support within PEP as a result of restructuring. Such a person will be an IT generalist, supporting software installations, specification of equipment purchases, etc. but will also be specialised either in GIS or in spatial modelling and visualisation. Such a person will be an important asset in support of developing the existing research to its full potential.
- Significantly upgrade A3 colour printing capacity throughout the Richview campus.

- With the support of the university, incorporate the former Urban Institute building into the school as a resource for CPD, a GIS/CAD training hub and public engagement activities.
- Rebrand the Richview campus and update signage.
- Formulate and begin to implement a Richview Development Plan.

Over the subsequent 4 years

- While a new model of delivery is due to be rolled out in UCD it is unlikely that this type of functionality will be supported. Instead, the school will opt for a distributed application architecture. Installation of software on laptops allows for such uses and so, where relevant, central licencing of software will be hosted by UCD but installation will be local to the users laptop. This allows maximum flexibility but does put the onus on the student to provide a computer with sufficient power to run the applications and to maintain their systems, with support.
- A complete catalogue will be compiled and the licence arrangements for each will be address either by UCD IT services or locally in Richview through the provision of a licence manager.
- Upgrade our studio and teaching spaces in line with international best practice

Section 9: Adopt governance, Budgetary and Management Structures which enable the Vision (Optional)

2015/16 will provide a transition year for developing appropriate governance structures while consolidating budgets. In this context, we welcome opportunities for enhanced school autonomy within the university governance, particularly greater budgetary responsibility. It should be noted that at the time of writing, PEP is currently working with the Finance Managers in Human Sciences and Engineering & Architecture to extract its current budget and move into the new school.

KEY STRATEGIC OBJECTIVES

- Development of a viable, appropriate management and governance structure will be critical. This will need to balance the autonomy and visibility of disciplines areas (which in the first instance includes separate budgets, programmes etc) with some overarching elements.
- Undertaking a tailored QA/QI process to support the development of the School
- Incorporating some or all of PEP programmes within current Architecture Programme Board is an aim – this will have implications for programme board workload.
- Approach to budget will be to flesh out robust five-year projections using planning tools, with a view to gaining approval for a growth plan and securing agreement to make appointments necessary to deliver this plan. Any coherent growth is very difficult without multi-annual planning.
- Understand distribution of portion of budget allocated centrally and at college level, and consider how School can maximise benefits from this contribution.
- Approach will be to increase numbers and increase proportion of non-EU students across all programmes, with particular emphasis on non-EU undergraduate numbers in Architecture and graduate taught in PEP

Specific Actions

For Next Year (academic session 2015/16)

- Establish new school governance and management structures, including the appointment of a head of school and executive committee
- Establish transparent and inclusive modes of decision-making
- Enhance subject level visibility within the governance of the school and within the projected identity of the school (marketing, branding etc.)
- Participate in a tailored QA/QI process to consolidate and enhance our emerging school structures.

Over the subsequent 4 years

- To significantly grow school income from undergraduate and graduate students and increased numbers of international students, primarily on existing programmes and in new teaching areas when appropriate, to provide the foundation for further investment in our school.
- To sustainably grow academic staff numbers within APEP.

Please set out below how your School will contribute to the attainment of this objective.

Section 10: Overcome Financial, Human Resource Management and Other External Constraints (optional)

KEY STRATEGIC OBJECTIVES

The School aims to work in partnership with the College and university to ensure that our strategic objectives are viable as we grow school revenue over the next 5 years. This will involve building clear working relationships with appropriate university and college support units to overcome any potential constraints.

SPECIFIC ACTIONS

For Next Year (academic session 2015/16)

- We will establish a financial sub-committee of the School executive.
- We will review our emerging School strategy and structure within a forthcoming QA process
- We will seek common approaches across our school to key staff development issues, such as:
 - Workload models
 - Research leave
 - Job descriptions for key post holders (e.g. programme directors, director of research)
 - Early career support

Over the subsequent 4 years

- We will seek to build an innovative culture within the school to respond to the external resource environment and to provide the budgetary resources necessary to deliver key strategic objectives.

4.4.4 Curriculum Review and Enhancement Process - Architecture, Landscape, Planning and Environmental Policy Programme Board



Curriculum Review and Enhancement Process

Final Report

Board: Architecture, Landscape, Planning and Environmental Policy

Version No.:2

Date :23 /02/2017

Version History

Version No.	Revision Date	Reason	Revised by & Date	Approved by & Date	Date submitted to CRESC
2	23/02/2017	Minor edits following circulation to the ALPEP Programme Board	Paula Russell 23/02/2017	ALPEP Programme Board 22/02/2017	March 8 th 2017

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4.0 Programme Board Implementation Oversight Plan

Appendix 1: Programme Listing, noting CRE process deliverables

Appendix 2: Programme Area Implementation timeline, milestones & deliverables, signed by Chair of board noting date of board approval

1.0 Process Overview

Given that a large percentage of programmes within the School of Architecture, Landscape, Planning and Environmental Policy are professionally accredited, a substantial number of our various disciplines were accustomed to the process of mapping and reviewing (external accreditation bodies) the overall curriculum. The Curriculum Review programme champions, Dr Paula Russell and Dr Samantha L. Martin-McAuliffe, took a bottom-up process, facilitating the work of the ALPEP programme review teams and feeding back the deliverables, through the Programme Board.

At the commencement of the process, the programme champions chose to schedule hands-on, 'kickoff' meetings with all the programme directors and their respective programme review teams. These meetings provided a clearly-outlined explanation of the entire process, including timescales. This was key as many members of review teams in ALPEP are part-time instructors and thus are not always available to speak in person on a weekly basis. This tailored strategy was initially a success and the punctuality of the CR deliverables (Programme Visions and Values statements) were likely a result of these face-to-face workshops. However, the complexity of the staffing in ALPEP proved to be one of the most challenging aspects of the Curriculum Review process, especially for the disciplines of Architecture and Landscape, which both comprise large numbers of part-time staff. For some programmes, both the director and a majority of the review team are part-time. This situation tended to stymie cross-collaboration and review. Apart from this, some programmes, particularly the MArchSc, have very small review teams; when these are led by part-time staff, the resourcing of hours becomes an issue. The end result of these issues was the time-delay in receiving and reviewing documents.

To facilitate follow-up communication and share resources, a Curriculum Review Google Drive folder was created for ALPEP. It was also intended that this Drive be used by all members of the Review Teams to offer feedback on worksheets and progress. Ultimately, these were not used extensively by the programme review teams.

Our strategy for the Curriculum Review involved intensive consultation with both internal and external stakeholders in order to generate relevant insight. To this end, the programme champions organized two separate but related streams of discussion and dialogue: An online survey with employers, which was carried out in late 2015; and a series of focus groups: current undergraduates, current postgraduates, alumni/ae, and employers. These consultations ultimately proved to be immensely useful and effective. For instance, both alumni/ae and employers are typically still working within their respective sub-disciplines (a typicality for ALPEP but perhaps less likely in non-professional academic programmes) and were willing to give frank and direct feedback. The focus group sessions provided a lot of granularity: each delivered several pages of notes, which were then distributed to the programme directors.

Given that ALPEP also completed a QA/QI review process in April 2016, the programme champions were also able to draw from the internal report of the School to provide a wider perspective on a range of issues.

2.0 Key Review Findings

(Provide a commentary on the key issues emerging within your programme area in respect of the specific curriculum review enhancement themes. Note any key issues arising, not directly connected to the specified themes.)

2.1 Embedding Research in the Undergraduate Learning Experience

There is no overall strategy for introducing undergraduates to research, and it tends to take place on a module-by-module basis. Students are invariably introduced to UCD researchers through their academic modules. Yet there are few formal opportunities to link and engage with academic staff. Some modules are beginning to teach research methods as a core aspect of assessment.

2.2 Development of Discipline Specific Skills as well as a Wider Set of Attributes and Capabilities

2.2.1 Discipline Specific Skills

The programme teams in ALPEP identified relevant discipline specific themes that required further emphasis. The following skills were noted in focus groups with students, alumni and employers as requiring further emphasis in individual programmes.

Planning (MRUP):

There is a need to develop greater proficiency in dealing with practical challenges in development management. A 'shadowing day' with local authorities already exists, but students do not participate in practical work-placements as often as necessary.

Urban Design (March Sc and MSc Urb Des and Planning):

Students in these programs must attain a higher level of competency with graphic and design skills. Students come from a wide variety of disciplinary backgrounds, which means they are frequently not on level playing grounds in terms of IT; as such there needs to be an effort to equalize the skill sets within the programmes. This can also be extended to include academic writing skills.

Architecture (BSc and MArch, Professional Dipl, and Conservation)

It was reported that students need build literacy with BIM (Building Information Management) in addition to honing skills in CAD and Rhino. Further, student must learn to adapt to new pressures

on the profession by developing an awareness of how law, business management and environmental policy, etc., effect the practice of architecture.

Landscape Architecture (MLA and MSc in Landscape Studies)

The focus groups noted that students in landscape would benefit from more exposure to professional practice. This includes practical knowledge in allied fields such as horticulture, but also law and management. There was concern that some modules unbalanced toward the theory – rather than practicalities – of the discipline.

2.2.2. Wider Sets of Attributes and Capabilities

Across ALPEP there was a general concurrence about skills deficits which are shared by many, if not all, programmes. This wider set of attributes and capabilities can be subdivided into three categories:

IT Skills: Two issues that were raised repeatedly in the Interim Reports are the desire for more ‘real world’ or ‘professional’ application within programmes, and also the pressing need for digital/computer (IT) skills, specifically simulation and building modeling. As many of the programmes share similar needs in terms of software literacy (Adobe Suite, BIM, REVIT, GIS, etc.), this seems to be an area that could be addressed on a School-wide basis, rather than programme-by-programme.

Generic Business Skills: There is a pressing need to explore innovative ways of incorporating practical business skills into all of the programmes. The interim reports and especially focus groups noted a lack of project-management skills, and awareness of how contract law works. Many students (especially in architecture) develop strong presentation skills, but there is a lot of scope for honing communication skills, especially with regards to speaking and working with people outside of one’s sub-discipline.

Research and Writing skills: A lot of progress has been made in the last few years on enhancing literacy in the areas of conducting primary and secondary research; citing and references; awareness of plagiarism; and building bibliographies. Yet, at the same time, students need to sharpen their communicative expertise: devising independent research topics; cultivating research methods; building and structuring arguments; testing theories; conveying a firm grasp of academic standards.

2.3 Effective and Efficient definition of Assessment and Outcomes

On the whole, modules within ALPEP have moved away from a reliance on end-of-semester exams and now employ continuous assessment. Most programmes use a variety of assessment methods, such as posters, journals, lab work, mid-term exams, pop quizzes, MCQs and essays. These often encompass individual and group projects (including studio/design projects), oral and visual presentations, fieldwork, and reports. Furthermore, almost all modules now include more than one assessment method within these there are a variety of assessment methods being used.

The rise of continuous assessment has meant that that students have a relatively large number of assessments throughout the semester. Student feedback and a perusal of the assessment overview has revealed the issue of clashing assessments especially around mid-term and the end of semester. As such, there is a need for programme directors to work in conjunction with module co-ordinators to negotiate the scheduling of submissions. There is also a need for closer monitoring of the assessment load in relation to the credits involved.

With regards to mapping, the majority of programme outcomes on the ALPEP programmes are summatively assessed, there is less evidence of formative assessment, monitoring and feedback for student progress in a low-stakes environment. This is especially the case for academic, non-studio based modules. However, it cannot be emphasized enough that the manner in which data was captured in this process might not always disclose formative assessment. In other words, formative assessment is often practiced in modules, but this is in addition to summative assessment and it is only the summative assessment that is being captured. This situation is particularly relevant for studio modules, most of which employ ongoing feedback (eg, 'desk crits') that is generally low stakes and designed to improve student learning. Some module coordinators may not even realise that they are engaging in formative assessment because they are unfamiliar with this terminology.

Finally, there is a general consensus that ALPEP needs to provide clearly explained grading and assessment methods as well as more detailed module descriptors across the disciplines.

2.4 Expansion of Technology in the Educational Setting

Technology and its integration in the classroom can be understood in three separate but connected ways: pedagogical teaching; assessment; and hardware availability. Several focus group meetings noted that students are not entering the workforce with sufficient technological literacy with regards to programmes like GIS, Rhino and also BIM. This has started to be addressed in the past 2 years in the BSc (but more work needs to be done in this area across the School to ensure that students remain up to date with discipline specific technology). A number of interim reports cited the pressing need for more assistance using technology for assessment, including the GradeCenter functions of BlackBoard, which is widely regarded as being byzantine and un-

intuitive. The quality of UCD's Teaching and Learning office is widely recognized, but due to pressures on teaching staff (many of whom are part time) in APEP, the T&L courses are under-utilized. Finally, in addition to this, the interim reports suggest that there is widespread concern for lack of technical resources in Richview, such as hardware and software licenses.

2.5 Curriculum Integration

The interim reports have shown that most programmes in ALPEP have good integration between modules in a given programme. This is likely explained by the need to meet the requirements of professional bodies. Many of the linkages are manifest through the incremental approach to teaching studio. For example, in the architecture programmes all studio projects are incrementally developed from Stage 1 to Stage 3 on the BSc and on into Stage 1 of the MArch. Design tasks could be different, but the understanding of the design process is improved from semester to semester. Within the academic side of the School, all students in Architecture are required to write a dissertation in their final year, but the research skills required in such module are developed in Stage 1 of the MArch. Elsewhere, it has been noted, such as in the Architecture Professional Diploma, that more linkages need to be established between programmes so that students can gain a better understanding of 'real world' situations.

2.6 Learning Options and Pathways to Degree Completion

At present there is no formal strategy in place within the School to provide academic advice for students on their learning options. This is especially crucial for students moving from undergraduate to postgraduate stages. Many students are provided with ongoing informal advice about career options and progression but ideally there would be a system which explains how students may move laterally from the BSc in Architecture into the MRUP or Landscape MSc/MLA. This happens in other universities.

During the second semester programme directors of the MRUP, MSc Environmental Policy and the MSc Urban Design and Planning, meet with 3rd year BA PGE students to discuss their options to pursue one of these three options at postgraduate level.

2.7 Identity within Programmes

On the whole, this was not something that surfaced explicitly in the interim reports for ALPEP. It was, however, possible to observe some challenges facing the smaller MArchSc programmes. At present only one of the original four MArchSc programmes will remain intact; the others are either restructuring as stand-alone programmes, amalgamating, or ceasing enrollment.

2.8 Other issues not directly connected to key themes

It must be emphasized that since APEP embodies a number of core themes and outcomes across its programmes, there is quite a lot of scope for collaboration, especially within teaching. One thing that is expressed only indirectly in the Interim Reports are the redundancies within modules across (rather than solely within) programmes. This dovetails with another key issue raised in the reports: a concern for the lack of teaching resources in programmes. These deserve further reflection.

A number of comments have been made about the size of some postgraduate programmes, in particular the MArchSc degrees. Although these were initially designed to be interdisciplinary, collaborative programmes, they have very small student numbers.

3.0 Action Plan Synthesis

On the whole, the undergraduate and graduate programmes in APEP are not proposing significant structural changes that would dramatically transform the organization of the course; indeed many of them have already undergone modifications in the past few years and as such, the modifications being proposed are minimal. However, there is a proposal for a number of significant structural changes to our suite of Masters Programmes; these mostly arise from changes to the multi strand MArch Science programme, which was initially viewed as a single programme with four specific strands below.

MArchSc Landscape Studies

MArchSc Urban Design

MArchSc Sustainable Building Design & Performance

MArchSc Conservation and Heritage

The Curriculum review of these programmes has revealed that while there are certain synergies, there is a need within a number of these for more disciplinary specific attributes and capabilities within the programmes. To address these issues one of these programmes has already begun implementing significant changes and one did not run in 2016 -2017 and is proposing key changes for 2017-2018. These changes have

implications for the way this programme is organized and knock on changes for the other programmes coming under the MArch Sc umbrella.

The establishment of the wider school of Architecture, Planning and Environmental Policy also offers an opportunity for a review of the links and synergies across the Planning and Environmental Policy Programmes and those in Architecture and Landscape Architecture. An overarching Action at School Level is to review all of the Masters Programmes currently offered in the school to establish synergies and deal with redundancies.

3.1 Programme structure changes

The following structural changes are proposed at individual programme level:

BSc Landscape Architecture: Significant structural change proposed, including introduction of a mandatory internship, introduction of specific technology classes, alignment of all studio modules to 15 credits, introduction of option modules and reduce dependence on modules external to Landscape Architecture.

Master Landscape Architecture (MLA): Changes made to the programme structure to allow greater alignment with the undergraduate BSc Landscape Architecture, so that it can be viewed as a 4 &1 degree integrated BSc and Masters programme.

MArchSc Landscape Studies: Align this Masters Programme more closely with the MLA programme (particularly the second year of the MLA), to benefit from synergies. Changes to studio structure required.

MSc Urban Design and Planning: Review of synergies between this newly introduced programme (first intake September 2016) and the MArchSc Urban Design. A number of modules are shared across these programmes and there are significant synergies therein.

New option modules to be considered due to changes to the joint MArchSc programmes.

MArchSc Urban Design: As above review of synergies between this programme and MSc Urban Design and Planning.

MRUP

- Potential of recognition for Summer internship (to appear on Transcript), which is non-credit bearing.

Architecture (BSc): As the programme has already undergone significant changes in the past few years, including the present academic year, there are no significant modifications planned. However, as a result of the CR process, it is intended that there will be a shift in focus to measuring programme outcomes rather than module outcomes.

Architecture (MArch): The proposed changes to the structure of this degree are as follows: 5 credit modules will be scrutinized and remapped with regard to workload, credits, and timetabling in order to alleviate challenges for students. Secondly, the programme team will review the level and standard of professional, regulatory and real world knowledge required by graduating students in order to ensure they are equipped for the professional workplace.

Architecture (MArchSc Conservation and Heritage): It has been decided that this programme will be suspended for at least the next academic year.

Architecture (MArchSc Sustainable Building Design): This programme is undergoing significant changes insofar as it is breaking away from the collaborative master-level programmes and being re-launched as a stand alone degree. This is leading to significant revisions in the modules offered.

Architecture (Professional Diploma): No substantial programme structure changes are planned but it is possible that a set of existing modules may be amalgamated.

Key Actions: Review Masters Programmes currently offered in the school to establish synergies and deal with redundancies. Review MArchSc programmes to see whether they are viable.

3.2 Changes to teaching and learning strategies

3.2.1 Embedding Research in the Curriculum (including Postgraduate Programmes)

There are currently two undergraduate programmes that come under the remit of the ALPEP Programme Board, these are the BSc Architectural Science and the BSc Landscape Architecture.

In relation to the first enhancement theme of embedding research in the undergraduate curriculum, in both of the undergraduate programmes there is a commitment to review how the school's research is better communicated to students and integrated into teaching.

In the BSc Landscape Architecture staff are focused on ensuring that current research agenda in Landscape Architecture feeds into teaching and is explicitly mentioned and explained, these areas are: Landscape change & perception; Sustainable & resilient urban future; Development of rural landscapes; International teaching and learning strategies.

In the BSc in Architectural Science will be organizing meetings for module coordinators with the specific aim to develop strategies for enfolded research into the curriculum. A few modules have already changed to reflect this perspective, namely ARCT10090, which now includes research methods as a core vision in the assessments.

Many of the School's graduate programmes already include a significant emphasis on research. In the MArchSc programmes (Urban Design, Sustainable Building Design and Performance, Landscape Studies), the MRUP, MSc Environmental Policy, and the MSc Urban Design and Planning, research is already a key component of the programmes. Much of the teaching on these programmes is research led, and there are dedicated research methods modules in each of these programmes, designed to assist students in undertaking independent research theses.

On the Master of Architecture programme, there is less of an emphasis to date on research in the programme, but it is noted that staff will be encouraged and supported to more directly embed their research in the modules they are delivering: this includes building more awareness of forms and practices of research in architecture, within the MArch program;

Key Action: Promote research led teaching within the school.

3.2.2 Development of Discipline specific as well as a wider set of attributes and capabilities

Discipline Specific Skills

Planning (MRUP):

The program team will work collaboratively to develop greater proficiency in dealing with practical challenges in development management. In addition to this, it will explore the potential for more practical placements. Part of this is the review of the potential of a Planning Practice Independent Project module that would include a shadowing day within consultancy to match the shadowing day with local authorities, which already exists.

Urban Design (March Sc and MSc Urb Des and Planning):

This program will review the need for graphic and design skills equalization between students, many of whom come from a wide variety of disciplinary backgrounds. It will also meet to discuss the cultivation of basic writing skills in semester one, especially for those students who from design based backgrounds.

Architecture

The program directors in Architecture intend to convene a series of hands-on meetings of module coordinators to build a vision for enfolded research into the curriculum. Within the BSc there are two key actionable strategies: an in-depth introduction to Information Technology and Digital Media (in the early stages of the curriculum) and an introduction to Building Economics (this is starting in Semester 2 2016-2017). Also, within the MArch plans will be drafted to engage students with professionals outside of the academy in order to develop communication skills. Further to this, it is intended that an assessment timeline will be devised for both the BSc and MArch programmes.

Landscape Architecture

In the BSc Landscape Architecture and the two Landscape Architecture Masters Programmes (the MLA and MArchSc Landscape Studies), the programme teams are reviewing modules in order to ensure that the Landscape Architecture component is to the fore of the programmes and is highlighted.

Wider set of attributes and capabilities

Generic Business Skills

- Explore innovative ways of incorporating practical business skills into all of the programmes.
- Work to ensure students are more engaged with emerging and pressing realities of future practice, such as economics, procurement, forms of practice etc..

This incorporation of these business skills might be addressed in two ways:

- Ensuring that these generic professional skills are embedded in existing modules.
- Pilot a shadowing day within consultancies (as above), which would allow students to see these type of skills in operation.

Presentation Skills

- Further development of presentation skills.
 - Work to Introduce more formalized sessions on making presentations on the programmes (incorporate into a module or provide a session in the first week of term as part of an induction programme).

Inter Disciplinary Working

- The issue of 'professional awareness (including working with other disciplines)' is very relevant in all of the ALPEP programmes and requires a wide range of engagement and understanding. This goes beyond the traditional 'built-environment' disciplines (engineering, planning, landscape etc.) into activities in the areas of law, business, management, environmental, community, policy etc.
- As a starting point we need to make better connections across the four sub-disciplines in relation to Teaching and Learning. Strategically we need to work to ensure more cross-discipline modules and experiences are available to students as part of their learning. This should happen within the newly organised school but also across campus and UCD more generally.
- At present the new APEP Teaching and Learning Committee is working collaboratively to design an experimental and experiential module for undergraduates that embraces at least two, if not all, strands of the School. This module will be grafted from the existing module ARCT10090 (Perspectives on Architecture).

3.2.3 Effective and efficient definition and assessment of outcomes

As an aid to encouraging more meaningful learning it would be useful to:

- Work to clarify and consolidate all learning outcomes for each core module; in order to remove language which is, unclear and is not always clearly aligned to assessment criteria and methods;

3.2.4 The Expansion of the use of Technology to enhance Learning

There are two facets in the use of technology in relation to our teaching in APEP. The first relates to the necessary skills training required in the use of specific IT tools, while the second relates to the use of specific teaching technology to aid learning (i.e. using online systems such as Blackboard)

Focus groups with students, Alumni and Employers revealed a pressing need for digital/computer (IT) skills, specifically simulation and building modeling. As many of the programmes share similar needs in terms of software literacy (Adobe Suite, BIM, REVIT, GIS, etc.), this is an area that could be addressed on a School-wide basis, rather than programme-by-programme.

Furthermore, technology enhanced learning could improve students experience and development. More use of Blackboard for e-learning and blended learning could improve efficiencies in use of staff time. However, urban design and other studios for example will always need at least some one to one student staff contact (or student/staff group learning).

The Professional Diploma(Architecture) is delivered both as an online (distance learning programme) and as a traditional face to face programme. The programme is well suited to this delivery as the students are mature, self-directed learners with the support of mentors in their professional work environments (both in Ireland and abroad). At present the programme is delivered through Blackboard and is limited by the functionality of the system and the availability of resources. Enhanced educational technology support is needed to support the expansion and development of the online programme (PDARCH003) and the learning needs of a student cohort that are part-time, off-campus (PDARCH002).

On foot of these issues there are a number of relevant actions:

- In-depth introduction to Information Technology and Digital Media (as appropriate) in the early stages of our programmes.
- Further development of IT teaching as an integral component of studio teaching. Subject to staffing capacity (in Landscape Architecture IT teaching is currently delivered by hourly paid staff).
- Provide students with more direct skills – especially new technologies – and provide a context in which students can continue to develop not only a fluency but also a better understanding of the purpose of emerging technologies with regard to their own work;
- Enhanced educational technology support required.

3.3 Programme assessment and feedback changes

3.3.1 Variety and Nature of Assessments

Given the nature of the subject areas of Architecture, Landscape Architecture, Planning and Environmental Policy there is a significant amount of teaching taking place through studio based modules, and within these there are a variety of assessment methods being used. These include individual and group projects, (including design projects), oral and visual presentations, fieldwork, and reports.

In other modules a variety of assessment methods are also being used, including posters, journals, lab work, mid-term exams, pop quizzes, MCQs and essays. Almost all modules now include more than one assessment method and there has been a move away from end of semester exams. The module descriptors do not adequately capture innovations in teaching and assessment and it is difficult to explore in more depth if students feel engaged and invested in the programmes.

One overarching action across the school is to work with staff to up-skill and develop more innovative and student-focused learning outcomes and assessment procedures, to develop peer learning systems and provide more clarity around marking and achievement.

3.3.2 Co-ordinating the Timing of Module Assessments

To ensure students are not over-burdened with assessments at particular times during the teaching term, Programme Directors will initiate a programme review (including module coordinators) prior to the start of each semester. Consideration will be given to rebalancing the timing of assessments to ensure a more equal distribution of workloads across the Semester. An online Calendar system will be piloted in a number of PEP programmes to test the utility of such a calendar to capture submission dates across modules, and to allow module co-ordinators and studio staff to ascertain the impacts of changing submission dates. Following piloting this will be rolled out to other programmes across the school.

In the BSc Landscape Architecture there will be improved co-ordination between core/option modules per stage.

In order to reduce the current number of assessments that students are facing there may be opportunities for assessing programme outcomes across a number of modules, which might reduce the number of assessments. To date the modular system has tended to encourage module co-ordinators to focus on assessing their module outcomes and ensuring that these are met through assessments focused on the individual module. Another approach being suggested in the MArch is that consideration be given to restructuring the programme to allow for specific blocks of time for specific modules, rather than assuming all modules run for 12 weeks.

3.3.3 Forms of Assessment

The University-wide Curriculum Review process has revealed a lack of formative assessment in many of our modules, while this may be indicative of the manner in which data was captured in the Curriculum mapping process there is potential for encouraging the integration of formative assessments in modules. Encourage module co-ordinators to record their assessments in as precise and detailed manner in their module descriptors. This would allow a more specific and fine-grained mapping. At present the module descriptors and the mapping do not adequately map the formative and summative assessment procedures across option, core and elective modules. It would be necessary to explore with staff the extent to which they formatively assess students and engage in assessment for learning. In order to ensure a full understanding of assessment options among module co-ordinators and connect this to feedback structures and processes;

Other actions required:

- Formative Assessment- Develop some guidance on formative assessment and what this might constitute. Explore whether online methods– might be useful in this regard.
- Summative Assessment -There are many innovative group projects and assessments being used across the school. Best practice should be shared across the school.
- Consistency in Assessment- Introduce standardized form of assessment weighting across modules so that there is consistency in workload expectations across all modules of equal size. The assessment strategy will allow for flexibility in terms of options.

3.3.4 Feedback Protocol

- A feedback protocol has been implemented in Planning and Environmental Policy since September 2016. This will go some way to ensuring the provision of relevant, timely feedback and feed forward information to students in order to improve learning from assessments. The feedback protocol will be presented to the T & L committee with a view to rolling this out and implementing this in other programmes across the school.
- Staff members have developed innovative ways of providing feedback to students which could be shared across the school (for example recording feedback and podcasting, providing feedback on drafts, discussing written feedback in one to one meetings). The T & L committee, consider providing information to staff on feedback and ways of enhancing feedback for student learning.

3.4.5 Peer Review and Feedback

Peer Review -A number of School programmes currently utilize peer review as part of the assessment process. In order to further explore the potential of peer review we will consider how best to share existing ideas and processes with staff across the school.

3.4.6 Conclusion

In relation to the actions outlined above relating to assessment the two following approaches will be explored:

Initially Programme Directors will meet with module co-ordinators to discuss issues relating to assessment, timetabling and feedback.

The T & L committee will consider organising a series of teaching and learning sessions within the school to share best practice on peer assessment/peer review, other forms of group work assessment and feedback, together with assessment procedures such as grading

3.4 Staff support and training requirements

- A proposal for module coordinators to receive IT training in BB assessment tools as a way of integrating new methods across the curriculum;
- Staff mentoring is needed on a cross-school basis;
- In some programmes, such as the MArchSc in Sustainable Building, requires additional training for staff as no formal instruction presently exists; staff are currently using the internet (video tutorials and downloadable manuals).
- In Landscape Architecture staffing has been a difficult issue for a number of years: temporary fractional posts have to be renewed year after year and cuts in the budget have significantly decreased the number of hourly paid tutors by circa 30%. These tutors are an essential component in studio based teaching and the reduction in their hours in recent years raises questions about the capacity to deliver core studio modules.

3.5 Ongoing programme monitoring and evaluation strategies

- Faculty induction to programme learning outcomes
- In Planning and Environmental Policy Programmes each spring we have a visit of External examiners for three programmes MRUP, MSc Environmental Policy and MSc Urban Design and Planning;
- In Planning and Environmental Policy Programmes we also have a meeting of our external Royal Town Planning Institute, RTPI partnership board in the Second Semester to review our three RTPI accredited programmes MRUP, MSc Environmental Policy and MSc Urban Design and Planning;
- Proposal for an annual student focus group to assess consistency of programmes with learning outcomes (from student perspective) (end of second semester)
- Either consider the establishment of a Practice Liaison Committee in the School which would provide a conduit for discussing ongoing issues with practitioners or undertake focus groups with practitioners on a biennial basis.

4.0 Programme Board Implementation Oversight Plan

(Provide an Oversight Plan to support your Programme Board in progressing and tracking action plan implementation across the taught programme portfolio within its remit. Provide a supporting timeline with milestones and deliverables in Appendix 2.)

Starting in the second half of the 2016-17 academic year, the ALPEP programme board will focus on three high priority projects within the Curriculum Review and Enhancement process:

1. The establishment and further integration of faculty research in both the undergraduate and taught postgraduate programmes.
2. A clear review and cogent analysis of how all modules are assessed with respect to the overall programme outcomes.
3. Devise a strategy for improved use of technology within the curriculum.

These are medium to long term rolling projects which will provide overarching themes for the actions outlined in individual programmes.

At each ALPEP Teaching and Learning meeting, we intend to review the actions which are relevant for that time-period and suggest strategies for progressing and facilitation the plans.

In addition to the above, the Programme Board will further define the vision of the new School and develop a success criteria for working collaboratively across the sub-disciplines. The integrated deliverables will encompass workshops and strategy meetings with the view to establishing cross- and intra-disciplinary dialogues. Initially, it is hoped that a majority of changes can be initialized by the start of the 2017-18 academic year.

Appendix 1: Programme Listing, noting CRE process deliverables

Programme	Vision/Values Statement	Programme Outcomes	Interim report	Action and Implementation Plan
BSc Architecture	★	★	★	★
BSc Landscape Architecture	★	★	★	★
BA Planning Geography and Environment	★	★	★	★
Master of Regional and Urban Planning	★	★	★	★
MSc Environmental Policy	★	★	★	★

MSc Planning and Urban Design	★	★	★	★
M.Arch	★	★	★	★
MSc Architectural Science (Conservation and Heritage)	★	★	★	★
MSc Architectural Science (Sustainable Building Design)	★	★	★	★
MSc in Architectural Science (Urban Design)	★	★	★	★
MSc in Architectural Science (Landscape Studies)	★	★	★	★
M.L.A.	★	★	★	★
Professional Diploma Arch	★	★	★	★

Appendix 2: Programme Area Implementation timeline, milestones & deliverables, signed by Chair of board noting date of board approval

Programme	Timeline, milestones, deliverables
BSc Architecture	<p><u>1. November 2016:</u></p> <p>Focus Group meeting with the current final-year BSc in Arch Sc Students mid Nov 2016.</p> <p><u>2. Semester 2 - 2016/17:</u></p> <p>ARCT30130 Framework for Practice - Revision will be made to the module structure and to the Assessment method</p> <p><u>3. Semester 1 - 2017/18*:</u></p> <p>ARCT10030 - Architecture & its Environment: More emphasis on Programme Outcomes</p> <p>ARCT20020 - The Indoor Environment: More emphasis on Programme Outcomes</p> <p>ARCT20040 - Survey Course II: Reconsider the Assessment method</p> <p>*Subject to further discussion and consideration with the Module Coordinators</p> <p>Milestone:</p> <p>March 2017: Convene a Module Coordinators' meeting to discuss the proposals. Following topics will be discussed in particular:</p> <ul style="list-style-type: none"> • Embedding more research elements into teaching • In-depth introduction to Information Technology

	<p>and Digital Media in the early stages of the programme</p> <ul style="list-style-type: none"> • In-depth introduction to Building Economics • More emphasis on Programme Outcomes
BSc Landscape Architecture	<ul style="list-style-type: none"> • Accreditation end of 2017 • Revised curriculum stage 1 in 2017/18, • Revised curriculum stage 2 in 2018/19
BA Planning Geography and Environment	TBC
Master of Regional and Urban Planning	<ul style="list-style-type: none"> • Review potential of Planning Practice Independent Project module (Module Co-ordinator) • Explore potential for Summer internship to obtain non-weight bearing credit that would appear on transcript. (Programme Director discuss at T & L Committee, Discuss with Internship Manager at College level) (Semester 2 2016 -2017) • Explore potential of shadowing day within consultancy with Dublin Based Planning Consultancy (Programme Director discuss with sample of Planning consultants) (Semester 3 2016 -2017) • Incorporate a session giving specific guidance on making presentations on the MRUP programme (incorporate into a module or provide a session in the first week of term as part of an induction programme). (Semester 2 2016 -2017 – Deliver Semester 1 2017-2018) • Undertake survey of practitioners to establish

	<p>what level of proficiency in technology is currently expected by graduate planner employers (Programme Director). (Semester 3 2016 -2017)</p> <ul style="list-style-type: none"> • Review modules for incorporation of built environment technology skills in modules (Programme Director and Individual Module Co-ordinators) (Semester 2 2016 -2017 – Deliver Semester 1 2017-2018) • Explore capability in Blackboard to allow use of collaboration and discussion board facilities in particular to ensure greater formative assessment in our Masters modules. (Module Co-ordinators consider). (Semester 2 2016 -2017 – Deliver Semester 1 2017-2018) • Staff to agree a balance of assessment types to standardize across PEP programmes (Agreed Draft Semester 1 2016 -2017). Roll out across modules and incorporate into module descriptors for 2017- 2018 (Semester 2 2016 -2017). (Responsibility all staff) • Staff to agree feedback protocol across PEP programmes (Agreed August 2016) rolling this out across modules (Semester 1 2016 -2017). (Responsibility all staff) • Review modules for formative feedback (Semester 2 2016 -2017) (Responsibility Programme Director). • Develop initiative in relation to peer assessment and peer to peer feedback (Programme Director and Staff share existing practices Semester 2 2016 -2017). Incorporate into modules (Semester 1 2017-2018) • Establish staff mentoring programme (Semester 3 2016-2017 Head of School, Subject Head) • Establish post and hire educational technologist or technician/practitioner at School level to support teaching of presentation and graphics related software. (Semester 2 2016-2017 Head of School, School Executive)
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	<ul style="list-style-type: none"> • Focus Group of students relating to programme and curriculum evaluation. (End Semester 2 (2016- 2017) (Responsibility Programme Director). • Establish Practice Liaison Committee (Semester 2 2016 -2017)
MSc Environmental Policy	<p>Key milestones and deliverables in the Action and Implementation Plan concern implementation for the next academic year. As there are no significant programme changes anticipated, implementation focus shall be on:</p> <ol style="list-style-type: none"> 1. Initiating a team meeting in advance of next opportunity for module review for 2016/17 academic year, for purposes of: <ul style="list-style-type: none"> • Rebalancing assessment across modules • Ensuring implementation of a feedback protocol across the programme 2. Ongoing monitoring and evaluation: <ul style="list-style-type: none"> • Faculty induction to programme learning outcomes • External examiner; Accreditation panel (second semester) • Annual student focus group to assess consistency of programme with learning outcomes (from student perspective) (end of second semester)
MSc Planning and Urban Design	<ul style="list-style-type: none"> • First two weeks of November 2016: discussion with relevant programme directors and studio lecturers. Mitigation measures implemented for current academic year, if necessary. • By first week of December: discussion completed with Director of Graduate Planning Programmes and Head of Subject for Planning. • By 23rd December, conclusions on the above will be made and communicated to the relevant

	<p>module coordinators and studio lecturers.</p> <ul style="list-style-type: none"> • Programme-specific system of coordinating module assessments will be completed by 23rd January 2017 (before start of semester 2 teaching term). • Capacity to provide supervision within the Design Thesis module. This will be discussed with the Director of Graduate Planning Programmes and the Head of Subject for Planning in the first instance, with a view to reaching a conclusion on appropriate solution before 23rd January 2017. • Programme-level outcome assessment system to be developed over the course of the next semester, for implementation at the start of the 2017-18 academic year. <p>Review current formative assessment practices with module coordinators and conclude on any proposed changes before 23rd January 2017, for implementation at the start of the next academic year.</p>
M.Arch	<ul style="list-style-type: none"> • December 2016 - Convene a workshop in December 2016 of module co-ordinators within the MArch programme to discuss issues raised, such as assessment, feedback, timetabling etc. Based on further actions agreed to during this meeting, aim to implement feedback systems in S2 of 16/17 with full adjustment of programme in 2017/18. Emmett Scanlon will co-ordinate and manage this meeting with individual responsibility to manage and implement changes devolved to individual co-ordinators within modules. This is the most significant piece of work involved as it can fold in many issues with the programme and map out a working plan for curriculum change and development. • January 2017 – Design a survey to establish perceptions surrounding the MArch course among the cohort of students involved. This will be held in conjunction with the School of Psychology. The

	survey runs April-June 2017, with the results finalised August 2017.
MSc Architectural Science (Conservation and Heritage)	Late January 2017: Stakeholder consultation February 2017: urban conservation module presented for approval March 2017: Call for participants in MUBC for commencement in September 2017
MSc Architectural Science (Sustainable Building Design)	Already implemented
MSc in Architectural Science (Urban Design)	No implementation timeline proposed at this time until resources available
MSc in Architectural Science (Landscape Studies)	Subject meeting (November 2016) to approve strategy. Programme structure to align with MLA2 (December 2016/ January 2017 ALPEP board). Programme to be included in the list reviewed by the current external examiner (BScLA) in the course of the current academic year.
M.L.A.	Subject meeting (November 2016) to approve strategy. Programme structure to align with BScLA (December 2016/ January 2017 ALPEP board). Programme to be included in the list reviewed by the current

	external examiner (BScLA) in the course of the current academic year.
Professional Diploma Arch	<p>Q1 2017: To develop enhanced module feedback from students. (programme coordinator/ educational technologist/ administrative support)</p> <p>Q1 2017: To propose structural changes to ALPEP Programme Board. (programme coordinator)</p> <p>Q1 2017: To initiate a scoping exercise for professional capabilities and attributes in the associated programmes in architecture. (programme coordinator)</p> <p>Q2 2017: To implement enhanced module feedback/ survey of students. (programme coordinator/ educational technologist/ administrative support)</p> <p>Q2 2017: To identify/ invite a focus group of current/ recent employers. (programme coordinator/ administrative support)</p> <p>Q2 2017: To implement structural changes, subject to approval. (programme coordinator)</p> <p>Q2 2017: To make proposals for an initiative to develop professional capabilities and attributes in the associated programmes in architecture. (programme coordinator)</p> <p>Q3 2017: To analyse student feedback and focus group feedback with a view to informing course delivery in Semester 1 2017/18. (programme coordinator)</p> <p>Q3 2017: To introduce enhancements to student feedback (module coordinator/ administrative support).</p> <p>Q4 2017: To develop proposals for expanded tutorial support (for delivery in Semester 2 2017/18).</p>

4.4.5 Professional Degrees and Curriculum

a) MArch Programme Structure

UCD Architecture MArch Programme Structure 2016/2017

Year 1 (Upper School)

ARCT 40040
Architectural Design VII

CORE 15ECTS

ARCT 40010
Design Technologies I

CORE 5ECTS

ARCT 40020
Research & Innovation in the
Designed Environment I

CORE 5ECTS

General Option Module

OPTION 5ECTS

ARCT 40050
Architectural Design VIII

CORE 15ECTS

ARCT 40080
Research and Innovation in
the Designed Environment II

CORE 5ECTS

Technology Option Module

OPTION 5ECTS

General Option Module

OPTION 5ECTS

Year One

GENERAL OPTIONS SEMESTER I & II 5ECTS

ARCT 40030 Realising Built Projects (Sem 1)
ARCT 40630 Sustainable Building Design and
Performance I (Sem 1)
ARCT 40640 Sustainable Building Design and
Performance II (Sem 1)
ARCT 40660 Introduction to Urban design (Sem 1)
PEP 40100 GIS (Sem 1)
ARCT 40820 Multi-disciplinary Approaches
to the Landscape (Sem 2)
PEP 40880 Governing Nature (Sem 2)
ARCT 40180 Urban Design Theory (Sem 2)

TECHNOLOGY OPTION MODULES SEMESTER II 5ECTS

ARCT 40870 Agency: Design / Build
ARCT 40930 Parametric Design

Year 2 (Upper School)

ARCT 40610
Masters Architectural
Dissertation

CORE (Year Long) 10ECTS

ARCT 41130
Reflective Portfolio Module

CORE (Year Long) 5ECTS

ARCT 40190
Professional Studies

CORE (Sem 1) 5ECTS

ARCT 41120
Comprehensive Design Studio

CORE (Sem 1) 15ECTS

ARCT 41110
Masters Design Thesis
Seminar

CORE (Sem 2) 25ECTS

b) MArch Curriculum

Curriculum 2016 V.5				
Programme:	MTARCH001 Master of Architecture			
Major:	T273			
School:	School of Architecture			
STAGE 1		Two Stage 120-Credit Programme Master of Architecture		
CORE		SEMESTER ONE		
Semester	Module Code	Module Title	Credits	Level
SEM_1	ARCT 40040	Architectural Design VII (Offers variable within the	15 Credits	level: 4 (Masters)
SEM_1	ARCT 40010	Design Technologies I	5 Credits	level: 4 (Masters)
SEM_1	ARCT 40020	Research & Innovation in the Designed Environment Optic	5 Credits	level: 4 (Masters)
SEM_1		General Option Module	5 Credits	level: 4 (Masters)
Core		SEMESTER TWO		
Semester 2	Module Code	Module Title	Credits	Level
SEM_2	ARCT 40050	Architectural Design VIII (Offers variable within the	15 Credits	level: 4 (Masters)
SEM_2	ARCT 40080	Research & Innovation in the Designed Environment Optic	5 Credits	level: 4 (Masters)
SEM_2		Technology Option	5 Credits	level: 4 (Masters)
SEM_2		General Option Module	5 Credits	level: 4 (Masters)
Technology Options		SEMESTER TWO		
Option Rule	1 of:	In Semester Two, Students must take ONE Option Module from the Technology		
Option Rule	1 of:	Option list below:		
Semester	Module Code	Module Title	Credits	Level
SEM_2	ARCT 40870	Agency: Design / Build	5 Credits	level: 4 (Masters)
SEM_2	ARCT 40830	Parametric Design	5 Credits	level: 4 (Masters)
General Options		SEMESTER ONE and SEMESTER TWO		
Option Rule	2 of:	Students must take TWO Options Modules, one in EACH SEMESTER, from the		
Semester	Module Code	Module Title	Credits	Level
SEM_1	ARCT 40030	Realising Built Projects	5 Credits	level: 4 (Masters)
SEM_1	ARCT 40630	Sustainable Building Design and Performance - II	5 Credits	level: 4 (Masters)
SEM_1	ARCT 40640	Sustainable Building Design and Performance - I	5 Credits	level: 4 (Masters)
SEM_1	ARCT 40660	Introduction to Urban Design	5 Credits	level: 4 (Masters)
SEM_1	PEP 40100	GIS	5 Credits	level: 4 (Masters)
SEM_2	ARCT 40820	Multi-disciplinary Approaches to the Landscape	5 Credits	level: 4 (Masters)
SEM_2	PEP 40880	Governing Nature	5 Credits	level: 4 (Masters)
SEM_2	ARCT 40180	Urban Design Theory	5 Credits	level: 4 (Masters)
STAGE 2		Master of Architecture		
CORE				
Semester	Module Code	Module Title	Credits	Level
YEAR	ARCT 40610	Masters Architectural Dissertation	10 Credits	level: 4 (Masters)
YEAR	ARCT 41130	Reflective Portfolio Module	5 Credits	level: 4 (Masters)
SEM_1	ARCT 40190	Professional Studies	5 Credits	level: 4 (Masters)
SEM_1	ARCT 41120	Comprehensive Design Studio	15 Credits	level: 4 (Masters)
Semester	Module Code	Module Title	Credits	Level
SEM_2	ARCT 41110	Masters Design Thesis Seminar	25 Credits	level: 4 (Masters)
CREDIT SUMMARY				
Module Type	Stage 1 Credits	Stage 2 Credits		
Core	45	60		
Option	15	0		
Elective	0	0		
Total	60	60		
Programme Total = 120 Credits				

c) BSc in ArchSc Programme Structure

**UCD Architecture
BSc Architectural Science (Hons) 2016/2017**

	Stage 1 (Foundation Year)	Stage 2 (Middle School)	Stage 3 (Middle School)
SEMESTER I	ARCT 10010 Architectural Design I CORE 15 ECTS	ARCT 20050 Architectural Design III CORE 15 ECTS	ARCT 30010 Architectural Design V CORE 15 ECTS
	ARCT 10030 Architecture and its Environment CORE 5 ECTS	ARCT 20020 The Indoor Environment CORE 5 ECTS	ARCT 30090 Architectural Technologies IV Systems Production & Asse. CORE 5 ECTS
	ARCT 10090 History & Theory I Perspective in Architecture CORE 5 ECTS	ARCT 20130 Imagining Architecture CORE 5 ECTS	CVEN 30100 Theory and Design of Structures III CORE 5 ECTS
	ARCT 10120 Into Practice CORE 5 ECTS	ARCT 20040 History & Theory III Survey Course II CORE 5 ECTS	ARCT 30030 History & Theory IV Architecture, Urban & Land. CORE 5 ECTS
SEMESTER II	ARCT 10020 Architectural Design II CORE 15 ECTS	ARCT 20010 Architectural Design IV CORE 15 ECTS	ARCT 30040 Architectural Design VI CORE 15 ECTS
	ARCT 10040 Architectural Technologies I Intro to Building Envelope CORE 5 ECTS	ARCT 20100 Architectural Technologies II Building Frames & Skins CORE 5 ECTS	ARCT 30100 Architectural Technologies V Integrated Building Process CORE 5 ECTS
	ARCT 10070 History & Theory II Survey Course I CORE 5 ECTS	CVEN 20040 Theory and Design of Structures II CORE 5 ECTS	ARCT 30130 Framework for Practice CORE 5 ECTS
	CVEN 10020 Theory and Design of Structures I CORE 5 ECTS	ELECTIVE 5 ECTS	ELECTIVE 5 ECTS

In-programme elective offered by UCD Architecture:

ARCT 10080 - Visualisation and Photographic Technique

5 ECTS

2016/2017

d) BSc in ArchSc Curriculum

Curriculum 2016	V.2
Programme:	BHARCH001 BSc(Architectural Science)
Major:	SSS1 Architectural Science
School:	School of Architecture
SSS1_S1	Architectural Science S1

Core	Module Code	Module Title	Credits	Level
Semester 1				
SEM_1	ARCT 10010	Architectural Design I	15 Credits	level: 1 (Introductory)
SEM_1	ARCT 10030	Architecture & its Environment	5 Credits	level: 1 (Introductory)
SEM_1	ARCT 10090	His and Theory of the Des Env I - Perspectives on Architecture	5 Credits	level: 1 (Introductory)
SEM_1	ARCT 10120	Into Practice	5 Credits	level: 1 (Introductory)
Semester 2				
SEM_2	ARCT 10020	Architectural Design II	15 Credits	level: 1 (Introductory)
SEM_2	ARCT 10040	Architectural Technologies I: Introduction to Building Envelope	5 Credits	level: 1 (Introductory)
SEM_2	ARCT 10070	His & Theory of Des Env II - Survey Course 1	5 Credits	level: 1 (Introductory)
SEM_2	CVEN 10020	Theory&Design of Struct I	5 Credits	level: 1 (Introductory)

CREDIT SUMMARY	
Module	Credits
Core	60
Option	0
Elective	0
Total	60

SSS1_S2 Architectural Science S2

Core	Module Code	Module Title	Credits	Level
Semester 1				
SEM_1	ARCT 20050	Architectural Design III	15 Credits	level: 2 (Intermediate)
SEM_1	ARCT 20020	The Indoor Environment	5 Credits	level: 2 (Intermediate)
SEM_1	ARCT 20130	Imagining Architecture	5 Credits	level: 2 (Intermediate)
SEM_1	ARCT 20040	His & Theory of Des Env III - Survey Course 2	5 Credits	level: 2 (Intermediate)
Semester 2				
SEM_2	ARCT 20010	Architectural Design IV	15 Credits	level: 2 (Intermediate)
SEM_2	ARCT 20100	Architectural Technologies II: Building Frames and Skins	5 Credits	level: 2 (Intermediate)
SEM_2	CVEN 20040	Theory & Design of Struct II	5 Credits	level: 2 (Intermediate)
SEM_2	Elective		5 Credits	
In-Programme Electives:				
SEM_2	ARCT 10080	Visualisation and Photographic Technique	5 Credits	level: 1 (Introductory)

CREDIT SUMMARY	
Module	Credits
Core	55
Option	0
Elective	5
Total	60

SSS1_S3 Architectural Science S3

Core	Module Code	Module Title	Credits	Level
Semester 1				
SEM_1	ARCT 30010	Architectural Design V	15 Credits	level: 3 (Degree)
SEM_1	ARCT 30090	Architectural Technologies IV: Systems, Production and Assembly	5 Credits	level: 3 (Degree)
SEM_1	CVEN 30100	Theory & Design of Struct III	5 Credits	level: 3 (Degree)
SEM_1	ARCT 30030	His & Theory of Des Env IV - Architecture, Urban and Landscape	5 Credits	level: 3 (Degree)
Semester 2				
SEM_2	ARCT 30040	Architectural Design VI	15 Credits	level: 3 (Degree)
SEM_2	ARCT 30100	Architectural Technologies V: Integrated Building Process	5 Credits	level: 3 (Degree)
SEM_2	ARCT 30130	Framework for Practice	5 Credits	level: 3 (Degree)
SEM_2	Elective		5 Credits	
In-Programme Electives:				
SEM_2	ARCT 10080	Visualisation and Photographic Technique	5 Credits	level: 1 (Introductory)

CREDIT SUMMARY	
Module	Credits
Core	55
Option	0
Elective	5
Total	60

Data on Student Feedback Surveys of all MArch modules (2016-2017)

All Student Surveys are conducted by UCD Teaching and Learning Unit

Survey Questions Asked

1. I have a better understanding of the subject after completing this module.
Strongly Agree /Agree/ Not Sure/ Disagree/ Strongly Disagree
2. The assessments to date were relevant to the work of the module.
Strongly Agree /Agree/ Not Sure/ Disagree/ Strongly Disagree
3. I achieved the learning outcomes for this module.
Strongly Agree /Agree/ Not Sure/ Disagree/ Strongly Disagree
4. The teaching on this module supported my learning.
Strongly Agree /Agree/ Not Sure/ Disagree/ Strongly Disagree
5. Overall I am satisfied with this module.
Strongly Agree /Agree/ Not Sure/ Disagree/ Strongly Disagree
6. Your comments are very important and valued by lecturers. Please ensure that neither the language nor content will cause personal offense to any individual lecturer.
7. Identify up to three aspects of the module that most helped your learning
8. Suggest up to three changes to the module that would enhance your learning.

Module Response Rates for MArch Modules 2016/17

Sem 1 Core

Year	Module	Invitations	Responses	Response %
1	ARCT40010 - Design Technologies I	32	10	31.2
1	ARCT40020 - Research & Innovation	29	7	24.1
1	ARCT40040 - Architectural Design VII	43	12	27.9
2	ARCT40190 - Professional Studies II	28	4	14.3
2	ARCT41120 - Comprehensive Design Studio	28	6	21.4

Sem 1 Options

Year	Module	Invitations	Responses	Response %
1	ARCT40030 - Realising Built Projects	27	9	33.3
1	ARCT40630 - Sustainable Building Systems	17	8	47.1
1	ARCT40640 - Sustainable Design & Occupant	15	8	53.3
1	ARCT40660 - Introduction to Urban Design	30	11	36.7

Sem 2 Core

Year	Module	Invitations	Responses	Response %
1	ARCT40050 - Architectural Design VIII	27	8	29.6
1	ARCT40080 - Research and Innovation in the	18	6	33.3

Sem 2 Tech Options

Year	Module	Invitations	Responses	Response %
1	ARCT40930 - Parametric Design	9	3	33.3
1	ARCT40870 - Agency: Design / Build	16	4	25

Sem 2 Options

Year	Module	Invitations	Responses	Response %
1	ARCT40180 - Urban Design Theory (UDT)	15	3	20
1	ARCT40480 - Design Culture and Dublin	5	0	0
1	ARCT40820 - Multi-disciplinary approaches	27	2	7.4

Year Long Modules – MArch Year 2

Module	Invitations	Responses	Response %
ARCT40610 - MArch Dissertation	28	3	10.7
ARCT41110 - Masters Design Thesis Seminar	28	3	10.7
ARCT41130 - Reflective Portfolio Module	28	4	14.3