



**University College Dublin**  
**UCD School of Architecture**

**Architecture Programme Report**  
NAAB Substantial Equivalency Visit Two  
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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 mission 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.

UCD positions itself as:

- A leading international research-intensive university where excellence in education goes hand in glove with a commitment to research, scholarship, creativity and innovation
- A university where innovation sits alongside education and research as a third, equally significant pillar of activity
- A university committed to increasing levels of collaboration and partnership with Irish and international peers, government and industry
- A university that shapes local and global agendas, supporting where appropriate and challenging where warranted

- A university which is distinctly Irish, diverse, socially inclusive and recognized as world-class
- A university that continues to play a central role in the shaping of modern Ireland, that engages the global Irish community and that offers an educational gateway to Europe for increasing numbers of international students
- A university where the holistic development of the individual is central to our academic, social, cultural and professional lives
- A university where excellence is the benchmark for everything that we do.

UCD's values are based on a fundamental belief that excellence in teaching, research and innovation (Ad Astra) is achievable. Our values have at their core a commitment to equity and fairness *Comhthrom Féinne*. The university is committed to:

- The holistic development of each student to her or his fullest potential
- Strong disciplines and degree programmes as the foundations of interdisciplinarity and innovation
- A conviction that research and teaching are critically interrelated, mutually sustaining and equally valued
- The understanding and development of cultural literacy amongst our students and staff
- The positioning of critical discourse and creative innovation at the center of our research and educational activity
- Providing a sense of welcome to our students, staff, visitors and all our stakeholders
- Imbuing a strong sense of global citizenship amongst our students and staff
- Independence and autonomy, in the best traditions of universities worldwide
- Transparency and accountability in our external and internal processes
- Excellence, benchmarked against international standards, in everything we do.

### **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 with the College of Engineering and Architecture.

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 will phase out completely in 2014 - 15. Concurrently a number of new specialised taught masters 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, with an interim visit from the RIBA in 2016.

### **Programme Mission**

UCD School of 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, the architecture programme 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 recent 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 will continue 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 students' 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:** In UCD, University Regulations, including Academic Regulations ([University 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). The Registrar Professor Mark Rogers is the Chief Academic Officer of the institution. At an institutional level, the Governing Authority oversees the strategic direction of the university, while the Academic Council is responsible for academic affairs and the University Programme Boards (UUPB & UGPB) are responsible for the oversight of all academic programmes. 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 [Plagiarism Policy](#) (5).

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 and Diversity Unit](#) is a dedicated resource in the University to promote equality and diversity in its activities (4). UCD sees itself as Ireland's Global University. UCD is home to 5,500 international students from 127 countries (2012-13). 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](#)(6).

**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 Undergraduate Programmes Board (UUPB):** The University Undergraduate Programmes Board reviews, approves and monitors the design, delivery, assessment and quality of educational programmes offered at NQAI level 8 and below, and is responsible for oversight of the governance of those programmes. The primary responsibility of the UUPB 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

**University Graduate Programmes Board:** The University Graduate Programmes Board reviews, approves and monitors the design, delivery, assessment and quality of educational programmes offered at NQAI levels 9 and 10, and is responsible for oversight of the governance of those programmes. The primary responsibility of the UGPB 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
- Adjunct and visiting staff as principal supervisors

- 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 Programme Board** 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 Dean of Architecture chairs the Architecture Programme Board and the Programme Manager for Architecture provides administrative support. See section 3.4.4 c 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 hoped 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.

### 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 seven colleges and 42 schools, the School of Architecture is unique in having been involved in joint ventures of some kind with all seven 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.

In common with many schools of architecture, 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 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.

To date, data has not been compiled on the percentage of graduates going on to the professional qualification, but this can be done in advance of the next NAAB visit.

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. Since 2009, it has been the practice to set an overarching theme for the studio work, and sometimes a common setting. In 12/13, for instance, the theme of Common Ground was borrowed from the Venice Biennale, and the city of Dublin provided the setting for all projects. The previous year, Landscape and Economy was the theme. In each instance, lectures, exhibitions and visiting contributions were organized to contribute to the thematic focus. The idea is to form a continuum between what the school is discussing and what the profession at large is grappling with. These issues are all understood as having a global relevance and impact but also as being manifest in the Irish context.

The first Government Policy on Architecture was introduced in Ireland in 2009. Having played a major role in shaping 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 design and installation of a visitors' centre exhibition in a church in Kilkenny to a strategic re-envisioning of a defunct industrial bog. 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 involves students in producing exhibitions and publications with a wider reach, while the Architecture or Society module asks students explicitly to consider the relationship between architecture and its audiences and users.

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 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.

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.*

Following the re-establishment of the School of Architecture in 2011, and in the context of economic retrenchment and a general downturn, the school began to prepare a financial plan for the period 2012-16, as part of a college-wide exercise in deficit reduction. This plan was premised on growth, and particularly on the growth of graduate-level teaching, and of international student intake. It proposed that a modest investment in staff and resources would result in significant improvement to budgetary position.

Over the next four years, the school's centre of gravity will shift from undergraduate to graduate education: in 11/12, the ratio of undergraduate:graduate was 7:1; by 16/17, it will be closer to 1:1. The school's student population will increase from 355 to 610 (510 in Architecture programmes). The graduate student population will increase from 60 to 350 (mainly through the move from B.Arch to MArch). The school's non-EU population will rise to 60; in addition there will be 30+ British and other EU students. Overall, 'non-domestic' students will account for 18% of the total cohort.

The most recent phase of long-range planning has largely been shaped by economic imperatives. Since 2008, the context of Higher Education in Ireland has altered fundamentally. Over the past five years, exchequer funding levels have diminished year on year and this pattern is projected to continue. At the same time, in order to cut spending, reductions in staff levels have been made through retirements and non-replacement of staff – across the university there has been an 8% overall reduction.

In the School of Architecture, reduction in staff across academic, administrative and technical areas is closer to 20%. Restrictions on new recruitment have been extremely tight and only very recently has it been possible to make any appointments – a new school manager started in January 2013. In addition a small number of fractional posts, including some relating to specific funded initiatives, have been created.

In this context, the school has been required to do 'more with less' (a familiar mantra in every organisation in Ireland). Spending has been cut, staff are taking on additional duties, efficiencies have been sought in how space and other resources have been used. In this context, the school's response has been to propose an ambitious plan for substantial growth premised on a degree of investment and renewal.

In reference to our Pre-Professional degree BSc (Architectural Science) applications through CAO (Central Applications Office) to Architecture have fallen dramatically in the past five years. In UCD, the fall began over a decade ago, when new programmes in architecture began to appear, and has continued and accelerated since the downturn of 2008 and its devastating impact on the profession. In 2003, there were 946 first to third preferences (478 first); In 2008 there were 669 (322 first) and in 2013 there are 354 (176 first) for 69 available places for the BSc in Architectural Studies (Pre-Professional degree). This is a 63% drop over ten years, and a 50% drop in the last five years. In this same period, minimum points requirement has gone from 510 to 475 and median points from 550 to 505. (The maximum number of points a student can gain from their secondary school Leaving Certificate is 600.) However, in the last few years the student numbers for our BArch/MArch programme has been consistent, with around one hundred students registered to the two-year professional programme.

To some extent what all of this trends point to is a return to the levels of application and enrolment of the pre-boom period. Nonetheless, the existence of many more programmes nationally and the changing nature of the profession internationally has fundamentally altered the picture – there can be no going back to previous norms. Hence, the school has increased its enrolment activity, revamping its prospectus and website, visiting schools, and hosting open days. While maintaining and improving the CAO performance remains a priority, the school is also pursuing other enrolment strategies, with a specific focus on international students. (NB for 2014/15, minimum entry points increased to 490, and all places have been filled)

Enrolment by international students to the MArch is projected to rise over the next five years. It is also planned to increase intake from Britain to the MArch programme, building on a pattern that has already begun to emerge. A small number of non-EU students are anticipated in the undergraduate programme. There has been significant emphasis over the past two years on attracting Study Abroad students from the US, and this will continue and increase over the coming five years. These students engage with the school's undergraduate and graduate programmes.

To underpin its international strategy, the School has begun seeking 'substantial equivalency' accreditation for its MArch from NAAB. It is hoped that this accreditation will put the School in a strong position to attract international students, recognizing the quality of its taught programmes and offering its graduates the best opportunities worldwide.

- *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.

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.

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) being offered for the first time in 2013/14, with great 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. This year, in a new initiative, the external examiners also met the final year students for a feedback session, which will hopefully generate additional suggestions.

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 – the most recent such session was in fact prompted by the first NAAB visit in 2012.

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 contexts for planning are provided by the University and the College and their strategic plans. At present, the University strategic plan for 2014-2020 is being developed under the new president, Professor Andrew Deeks, who took office in January 2014.

The school has presented an overview of its activities, its strategic plan and SWOT analysis to the president, and aspects of this will be folded into the strategy at College and University level. Conversely, the school's strategic plan will need to be framed in light of UCD's 2014- 2020 strategic plan, due to be completed later this year. The school will revisit, refine and finalise its own strategic plan following that.

This round of planning is also happening in the context of ongoing discussions with NCAD (National College of Art and Design), which became a recognised College of UCD in 2011 and is now exploring a more thoroughgoing partnership "up to and including merger". The School of Architecture has been centrally involved in these discussions, and will play a major role in steering the process over the coming year. While full merger and the structural changes it might bring is probably some way off, the possibilities for joint and collaborative activities, programmes etc will be taken up very seriously in the next strategic plan.

At the same time, discussions are also developing with IADT (Dun Laoghaire Institute of Art, Design and Technology), which is also interested in a closer relationship with UCD, and whose capacities in animation, film production, digital modeling etc could augment and extend UCD's activities in a number of areas, including architecture.

The policies of the Higher Education Authority (HEA) underpin many of these strategic initiatives and informs 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, the school of 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 to 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 multiyear 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).*
- *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 at 'Monday Market' sessions in the Upper School, and 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***

We have worked with the UCD Centre for Teaching and Learning to assess and improve the teaching pedagogy, beginning with BScArch year 1 studio teaching and working towards a review of the middle school programme. A full cross-section of staff has participated in this review.

The review, facilitated by the director of the Centre, was conducted over a series of workshops and round-table reviews held in the Centre of Teaching and Learning. The director has since attended studio project reviews at the School to follow up on the university's interest in the project-based, learning-by-doing methods of architectural education.

## ***Individual course evaluations***

### **Review and assessment of the focus and pedagogy of the studio programme**

Over the past few years, we have convened a number of workshop days, inviting studio teaching staff to contribute to the review. The five-year programme was restructured into three parts; foundation, middle school and upper school, with module coordinators appointed to work together to develop programmes and to manage resources.

In March 2010, at an out-of-school conference held at the Irish Architectural Archive, trigger papers were presented on the topic of change and development of our ways of studio teaching. Proposals raised were discussed and responses noted.

The trigger papers indicated considerable common ground between those teaching in the studios. We set out to build on that common ground to develop the studio culture of the School and to begin to implement particular proposals in a coordinated approach across the five-year programme.

Following a comprehensive review of Studio Teaching, we have thoroughly reviewed the teaching of Technology and Construction Studies across the School, alternately integrated with and independent of the studio programmes. Students are expected to divide their individual time between drawing, thinking and making, and at the same time, to combine their collective efforts between *lineaments* and *matter*, between design and demonstration.

In Fifth Year we have introduced a new element to thesis preparation: *Making is Thinking*

In First Year we have given more time to skills and techniques: *Drawing and Making*

In Second, Third and Fourth Years we have set new directions for technology studies, with an architectural emphasis critically engaged on the topical question of environmental design. A summary of the Studio Teaching Trigger Papers is included in the catalogue, section 3.4.2 (a).

Studio Staff structure revised: Following this conference the studio staff structure was substantially revised. Emmett Scanlon agreed to act as Coordinator for the MArch studio, Michael Pike agreed to act as Coordinator for the second and third year (BSc Arch Sc) studio with Will Dimond and Peter Cody agreed to act as Co-ordinator for first-year (BSc Arch Sc) studio. These five were made responsible to coordinate the studios in consultation with John Tuomey, working together with studio staff to develop programmes and manage resources.

## 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 2012/2013 and 2013/2014.







Name	Summary of expertise, recent research and experience.	ARCT40040	ARCT40010	ARCT40050	ARCT40060	ARCT40080	ARCT40020*	ARCT40030	PEP 40100	ARCT40640	ARCT40450	ARCT40290	ARCT40730	ARCT40630	ARCT40180	ARCT40190	ARCT40740	ARCT40590	ARCT40610	ARCT40600	
Shahumya, Harutyun	UCD School of Geography, Planning and Environmental Policy																				
Sudhershnan, Daniel	Associate Dean, Graduate Diploma and BA in Architecture, Leicester School of Architecture. Research on Creative Practice, the concept of the Megamachine in contemporary architecture, new teaching methodologies.																				
Tansey, Peter	B.Arch, M.Arch (Berlage). Director of Lotus Architects, Dublin																				
Tierney, Stephen	BA, BScArch, DipArch, MRIAI. Recent research into simulated lighting and the history of analysis of weather effects on the depiction of interior lighting.																				
Tuomey, John	B.Arch, M.Arch, FRIAI. Professor of Architectural Design. Principal, O'Donnell + Tuomey, Dublin. Researches Reflective Practice. Visiting critic, Harvard, Princeton.																				
Walker, Simon	B.Arch MRIAI Architect in private practice.																				
<b>ARCT40020* - Students intending to take an Erasmus Exchange in Semester 2 must take ARCT 40020 Research &amp; Innovation in the Designed Environment I as their Option Module in Semester I</b>																					





Name	Summary of expertise, recent research and experience.	ARCT40040	ARCT40010	ARCT40050	ARCT40060	ARCT40080	ARCT40020*	ARCT40030	PEP 40100	ARCT40450	ARCT40290	ARCT40730	ARCT40190	ARCT40740	ARCT40590	ARCT40600	ARCT40610
Tansey, Peter	B.Arch, M.Arch (Berlage). Director of Lotus Architects, Dublin																
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Walker, Simon																	

ARCT40020\* - Students intending to take an Erasmus Exchange in Semester 2 must take ARCT 40020 Research & Innovation in the Designed Environment I as their Option Module in Semester I

- *A résumé for each faculty member, full-time and adjunct 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.

- *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 and Diversity Unit](#) 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.

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

**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/>

**Meditation:** Mediation 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.

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

**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/>

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 Employee Assistance Programme Policy](#), [UCD Mediation Service Policy and Guide](#).

*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.

More recently, school-run workshops on Rhino and BIM have allowed staff augment their knowledge and skills in these areas of increasingly critical importance.

*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.

**Recent skills development workshops:** In June 2014, the school offered a two-day training course in Rhino Software to all its permanent members of staff. The school is planning a three-day training course in BIM (Revit) in August 2014, before the beginning of the new academic year.

UCD Architecture also runs CPD programmes that faculty members can undertake.

Taught projects often relate to staff's current work in practice or work in research. 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. An example of a recent sabbatical is that undertaken by Dr Finola O'Kane-Crimmins. In spring 2013 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". A leave of absence was taken by Dr Elizabeth Shotton to facilitate the completion of her PhD (2012). As financial planning becomes more dependable and, hopefully, as the school's staff resource increases, we will introduce a policy of all research-active staff being encouraged to take sabbaticals to develop their research work.

Insofar as possible, research leave during summer months is encouraged, with some staff being involved in field-work 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 ARHA PhD Symposium in April 2013, and the forthcoming All-Ireland Architecture Research Group conference in January 2015.

**Staff enrolling in research degrees in UCD and elsewhere.** There are currently two members of academic staff undertaking PhDs, with others preparing to do so. Two members of academic staff are completing research masters, two more have completed taught masters and others have completed a design research project.

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 has been extremely 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.

Following recent promotion rounds, and at the instigation of the new President, the committee will be reviewing policy and likely introducing changes in procedure in all these areas in the near future. It is hoped that these changes will allow a fuller acknowledgement of achievements in creative work, in practice and professional activity in all evaluations for appointment, promotion and tenure. The UCAATP, (University Committee on Academic Appointments, Tenure and Promotion) of which the Head of School is a newly elected member, is responsible for policy in this area.

Detailed descriptions of the tenure and promotions processes are included in the catalogue, section 3.4.3 (g).

The relevant policy documents are found at the following links:

[Promotion to Professor 2012-2013 Guidelines for Candidates](#)

[Promotion to Professor 2012-2013 Guidelines for College Committees](#)

[Promotion to Professor & Associate Professor 2012-2013 Guidelines for UCAATP](#)

[Promotion to Associate Professor 2012-2013 Guidelines for Candidates](#)

[Promotion to Professor 2012-2013 Guidelines for College Committees](#)

[Promotion to Professor & Associate Professor 2012-2013 Guidelines for UCAATP](#)

[Promotion to Senior Lecturer 2012-13 Guidelines for Candidates](#)

[Promotion to Senior Lecturer 2012-13 Guidelines for College Committees](#)

[Promotion to Senior Lecturer 2012-13 Guidelines for UCAATP](#)

[UCD ePromotions Applicant Guide](#)

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

#### **Visiting Lectures and Critics from September 2012 to June 2014**

A full list of school events can be found on our timeline here: [UCD Architecture Timeline](#)

Elias Torres, Architect, Spain	Lecture and guest critic	21 May 2014
Anthony Vidler	Keynote and guest critic	19 May 2014
Esme Fieldhouse, Studio Weave,	Lecturer and guest critic	25 April 2014
Allice Casey, TAKA Architects	Guest critic	24, 25 April 2014
Richard Williams, University of Edinburgh	Lecture	26 Nov 2014
Brian Ward, UCD, <i>Raymond Unwin</i>	Lecture	11 Nov 2014
Samuel Bishop, Streetfeast	Lecture	4 Nov 2014

### Constructing the View

Symposium

2 Nov 2014

[Speakers: Hugh Campbell, John Gerrard, Dennis Gilbert, David Grandorge, Fiona Kearney, Declan Long, Shelley McNamara, Mark Pimlott, Philipp Schaerer, Jules Spinatsch, Alexandra Stara, Space Framed, Thomas Struth, Michael Wolf]

Tom de Paor, Architect	Lecture	25 Sept 2014
Günther Vogt, Landscape Architect	Lecture	16 Sept 2014
<i>The Central Bank: Competition, Presentations, Discussion - Various architects in practice</i>	Lecture	22 April 2013
Brigitte Shim and Howard Sutcliffe (Toronto)	Lecture and guest critics	8 March 2013
Nicola Russi, Politecnico di Milano	Lecture	4 March 2013
Adam Sharr, Newcastle University	Lecture and critic	28 Feb 2013
Peter Salter, Architect	Lecture and critic	15 Feb 2013
Dominic Stevens, Architect	Lecture and guest critic	23 Jan 2013
Students from 7 Irish architecture schools	Presentations	22 Jan 2013
Kevin Roche, Architect	Interview	28 Nov 2012
Donaghy Diamond Architects	Lecture	14 Nov 2012
Lotus Architects	Lecture	14 Nov 2012
Steve Larkin Architect	Lecture	14 Nov 2012
de Blacam + Meagher Architects	Lecture	14 Nov 2012
John Tuomey & Sheila O'Donnell, architects	Lecture	26 Oct 2012
Donaghy + Diamond Architects	Lecture	10 Oct 2012
Kenneth Frampton	Lecture	Sept 2012

**Additional guest critics and lecturers:** David Leatherbarrow, David Chipperfield, Niall MacLaughlin, Paul Emmons, Irene Scalbert, Shelley MacNamara, Yvonne Farrell, Gary Boyd, Grainne Hassett, Dermot Boyd, Rhona Byrne, Paul Clarke, Leon Von Schaick, Paul Robbrecht, Ed Jones, Nicholas Fox Weber, Michael McGarry, Igea Toiani, Mari Hvattum, Peter Wilson, Tod Williams, Billie Tsien, Bill Bordass, Denis Byrne, Peter Carroll, Gerard Carty, Andrew Clancy, Pamela Cole, Olga Felip, Roisin Heneghan, Paul Kelly, Ryan Kennihan, Declan Long, Robert Mull, Siobhan NI Eanaigh, Andras Palffy, Jo Van Den Berghe, Patrick Creedon, Shelley McNamara, Jan Thiessen, Robert Bourke, Chris Platt, Charli Yuilli, Emilia Falcao Pires, Irénée Scalbert, Tom de Paor.

- *A list of public exhibitions brought to the school since the previous site visit.*

### **Public Exhibitions 2012–2014**

*RIBA Presidents Medals* Annual Exhibition

*School of Architecture End-of-Year Exhibition Annual Exhibition*

May 2014: *Atlantic*. Exhibition of collaborative project between UCD Architecture and Mulranny Community, Mulranny Park Hotel, Co. Mayo.

April 2014: *Practice based Research*, Jo Van Den Burghe.

November 2013: James Hayes, Paintings

September 2013: *MAAE Exhibition of Work*, Masters of Architecture (advanced entry).

April 2013: *The Central Bank the 21st Century*

March 2013: *Guinness on Liffey* Nicola Russi, Politecnico di Milano

January 2013: *What Happened Next?* Dominic Stevens, architect.

November 2012: *RIAI Schools Competition*. Including: de Blacam + Meagher Architects, Donaghy Diamond Architects, Lotus Architects, Steve Larkin Architect.

October 2012: *Material Connections* Donaghy + Dimond Architects

April 2012: *Brick - LSE London* O'Donnell and Tuomey Architects

A selection of previous exhibitions:

February 2011: *Antiphon* Niall McLaughlin (floor drawing of plan of Bishop Edward King chapel)

October 2011: *On Collaboration - Group 91 - Temple Bar* revisited.

October 2011, and annually since: *UCD Architecture Erasmus / International Student Exhibition*

## b) **1.2.1 Students**

*A description of the process by which applicants to the substantially equivalent degree program are evaluated for admission.*

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 - 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 Bachelors level Architecture Degree or another approved equivalent degree with a minimum of 6 semesters of architectural education, subject to interview and portfolio review.

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

This is a newly established 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). The MArch Pathway programme provides an entry route for applicants who wish to pursue a career in the field of Architecture. 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 **90 ECTS\*** (45 US credits) from the existing modules of the BSc in Architectural Science (BHARCH001) degree. These modules will be determined by Negotiated Learning Agreement with the School on an individual basis. Students must successfully complete all required modules to be eligible to progress onto two year 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). Decisions on admissions to undergraduate courses are made by the HEIs who instruct CAO to make offers to successful candidates. 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 460/470 (out of a possible

600), with the median points around 525. 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/registry/academicsecretariat/regs\\_home.htm](http://www.ucd.ie/registry/academicsecretariat/regs_home.htm)

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/openingworlds/ucdaccesscentre/>

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

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

Scholarships and Funding:

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

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

<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://www.ucd.ie/library/supporting\\_you/liaison\\_service/](http://www.ucd.ie/library/supporting_you/liaison_service/)>

- UCD Access Centre offers a range of academic support services to students. It runs an academic skills workshop for all students to help them transition to university level learning. <<http://www.ucd.ie/openingworlds/ucdaccesscentre/supportsforstudentswithadisability/academicskills/>>
- 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/openingworlds/ucdaccesscentre/supportsforstudentswithadisability/informationforstudents/#d.en.83594>>

### 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. <http://www.ucd.ie/studentadvisers/advice/index.html>

### Careers Support

- UCD has a dedicated Career Development Office on main campus (10 minute walk from the architecture school at Richview) 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 post-graduate 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 Arch Sc at the lower school in UCD are encouraged to take a 'year-out' to work in an architecture office and travel to gain practical experience, broaden their outlook and deepen their knowledge of architecture beyond Ireland before starting the MArch degree. While it is not compulsory part of its educational programmes, The School of Architecture encourages this year-out 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:** Every year Dr Elizabeth Shotton, Head of Research and Innovation and Daniel Sudhershnan, Associate Dean of UCD Architecture, give a presentation to students in their final year of the MArch programme outlining options for further study at the School of Architecture, through graduate research programmes, including: Masters in Urban and Building Conservation, Masters of Urban Design, Masters of Architectural Science (Research) and Doctoral Research.  
<http://www.ucd.ie/graduatestudies/coursefinder/researchprogrammes/>
- **PhD Centennial Scholarship:** Since its centennial year, the school has offered a limited number of scholarships to support doctoral studies in areas of existing and emerging research strength. <http://www.ucd.ie/eacollege/architecture/postgraduateopportunities/>

- *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. See timetables in catalogue section 3.4.8. (e). This applies to the whole school. Additionally two weeks of the academic year are scheduled for 'Fieldwork/Study period'. This period occurs during the second 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.* 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.
- Our second year students undertake a field trip to a European City (most recently Lisbon and Barcelona) where the brief is to visit, observe and record a particular place, its architecture and context through the study of exemplar buildings. 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. A project is set in situ, to be completed on return to Dublin – this year it was a short design project as an internal competition in Barceloneta and in previous years this was a group survey of a significant part or feature of the city. In technology Parallel Programme students are asked to study the particular building element under examination that semester – eg window as space in wall – in the context of the city and buildings visited. See briefs in catalogue section 3.4.3. (k)
- In MArch programme's module ARCT 40050 students go on site visits ( in 13/14 these were to Mulranny, Daingean and Dublin) as part of their studio work. 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.

- *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 Literary and Historical Society, a debating union now in its 159th year to Dramsoc, the student drama society and Film Society, a film screening club. The full list of societies is available here <<http://ucdsocieties.com/societies/>>

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 building projects in New Delhi and Haiti. <<http://www.ucdvo.org/>>

**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 sight-seeing trip to a European city. <<http://www.ucdarcsoc.com/>> <<http://ucdsocieties.com/societies/architecture-society/>>

**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, ten minutes walk from Richview. 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. Currently student membership of the RIAI is not offered, however we understand this is under review.

**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. Student membership is available for €25 per year. <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 current 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 Travelling Scholarship:** The RIAI runs an annual competition for architecture students in fourth year of their architectural education (MArch - year one) across all architecture schools on the island of Ireland and this competition is incorporated into studio for the first year of the MArch programme at UCD. The scholarship is intended to allow a talented architecture student to make a trip abroad to broaden their knowledge of architecture, in this regard €2400 is awarded to the winning student. The competition has been run since 1935 and over the years has been won by numerous UCD students. Unfortunately the competition was not run in 2013 due to economic circumstances, but it is hoped that it will be reinstated.

### 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.
- **Architecture or Society:** In Architecture or Society, a module set up in 2013, 15 students were asked to develop a self-report questionnaire examining public attitudes towards architecture. They identified suitable questions and worked with input from a research team (Emmett Scanlon + Suzanne Guerin) to develop the questionnaire. The questionnaire was then tested with 166 members of the public in three areas of Dublin to identify initial responses and to identify any difficulties with the questions and question structure. This was a mixed methods survey which includes both closed, likert style questions examining participants views and awareness of architecture, as well as open, free response questions which allow for more developed responses in key areas. Students learned how to design, develop and carry out such a survey and to input and analyse the data. This work formed the basis of a national survey or census, which has been funded in 2014 by the Department of Arts, Heritage and the Gaelteacht and will be carried out by Emmett Scanlon + Suzanne Guerin in collaboration with CREATE and the RIAI. Led by Emmett Scanlon.
- **Research as part of Design Studio:** Studio modules in MArch Year One and Two are structured to encourage and facilitate students to identify and investigate research questions in the built environment at a variety of scales. In Year 1, studio modules are usually thematically based. Some examples of recent themes have included, Suburbia, The Weather, Commonage, The

Interior Space. Within these broad themes, students carry out initial research mapping and analysis work (usually place specific), and use this research as a way to frame their individual or group research design questions. These questions are then interrogated through design during the remainder of the module. Students learn to combine desk and library based research with fieldwork mapping, survey, and record of engagement with communities. An emphasis is placed on the clear collation and communication of their research work. The research is carried out in both group and individual modes. Throughout the development of the studio design project, further research into relevant precedents (through model and drawing study) are folded into the curriculum. This process is seen as an important foundation for the final year, when students are given more autonomy to pursue individual research questions as part of their Masters Design Thesis. Led by Orla Murphy and Emmett Scanlon.

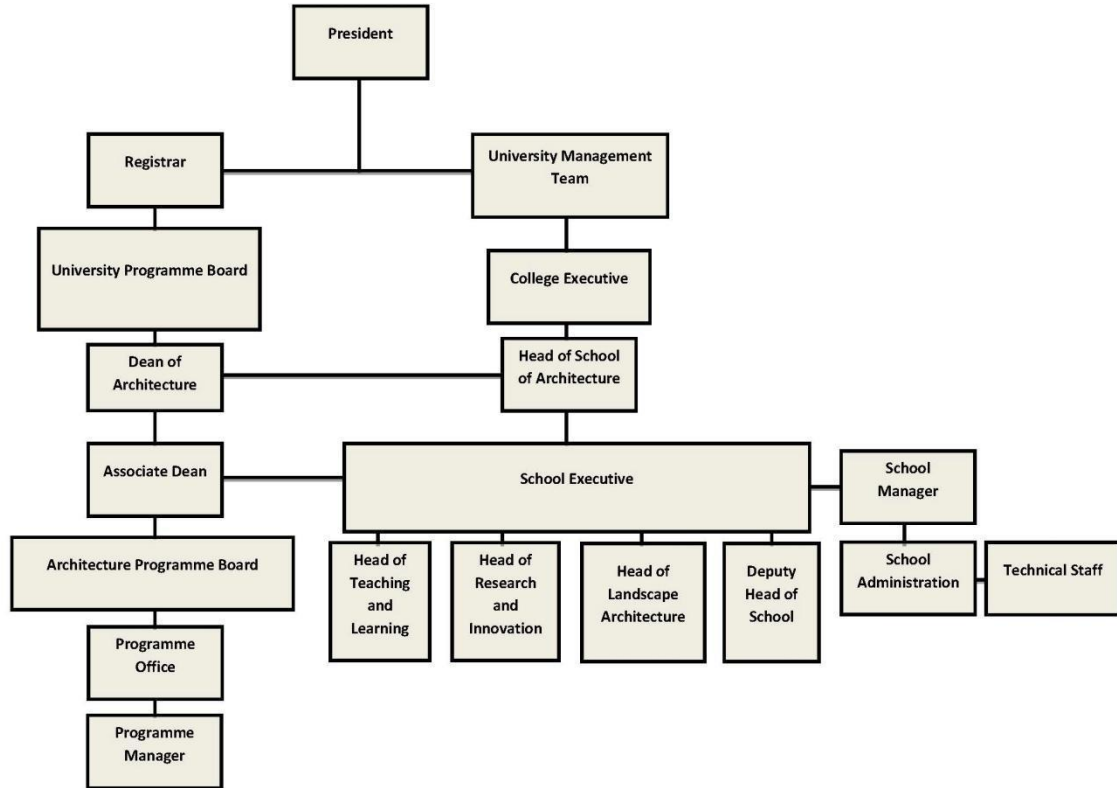
- **Architecture and Photography:** As part of the Research and Innovation in the Designed Environment Course, the 'Space Framed' module is offered. In this module students have the opportunity to explore the relationship between architecture and photography led by the research interests of Prof. Hugh Campbell and Alice Clancy. In November 2013 this resulted in students presenting their research project as part of the *Constructing the View* symposium at the Irish Museum of Modern Art. <http://www.constructingtheview.com/participants/space-framed/>
- **Disseminating Architecture:** this elective module engages students in the dissemination of architecture through exhibition, publication and other media. Running since 2011, it has always used a 'live project' as its vehicle, resulting in a centenary installation and event, a curated exhibition in a city-centre venue and an end-of-year publication. The 13/14 cohort will realise an exhibition in a city-centre venue marking the centenary of the Dublin Civic Exhibition of 1914.

Over the course of the academic year students are encouraged to attend exhibitions and lectures outside of the School, to widen their perspective and deepen their knowledge. A sample of those have included:

- **Open House Dublin:** an annual event run by the Irish Architecture Foundation in which a large range of buildings, often in accessible at other time, are open to visit on a weekend in October. Students are actively encouraged to attend this event to visit architecture in-the-flesh and gain new knowledge of Irish architecture. <http://openhousedublin.com/>
- **Describing Architecture Exhibition:** Run by Alice Clancy (a member of UCD staff) and Antoin Doyle, *Describing Architecture* is an annual exhibition exploring architectural representation and its role in designing and creating built space. Students are actively encouraged by tutors and lectures to attend the exhibition itself and the events associated with it. <http://www.describingarchitecture.com/>

### 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 Programme Board (APB), which is responsible for the governance of the MArch Programme including the curriculum. The [Composition of the APB](#) 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 2012-2013 and 2013-2014.

The other administrative body at school level is the School Executive. The Head of School chairs the School Executive, which deliberates on all aspects of the School's development. The role of School Executive is to advise on the development and implementation of School policies and procedures and to assist the Head of School in managing the resources of the School. There is an Assistant Head of School, who has particular responsibility for space and resources. Currently Professor Hugh Campbell fulfills the roles of Dean of Architecture and Head of School.

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. 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.

• *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 offered:

Taught Programmes:

BSc in Architectural Science  
BSc Landscape Architecture  
Masters of Architecture (Pathways)  
Masters of Architecture (Advanced Entry)  
Masters of Architectural Science in Conservation & Heritage  
Masters of Architectural Science in Sustainable Building Design & Performance  
Masters of Architectural Science in Urban Design  
Masters of Architectural Science in Landscape  
Professional Diploma (Architecture)  
Continuing Professional Development (CPD)

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 architecture school 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](#).






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 comprises seven buildings around a central open quadrangle. It is shared with the Planning and Environmental Policy section of the School of Geography, Planning and Environmental Policy . This, along with its close proximity to Civil Engineering and Landscape Architecture, means that the School of Architecture benefits from having its related disciplines nearby, allowing opportunities for cross-disciplinary interaction.



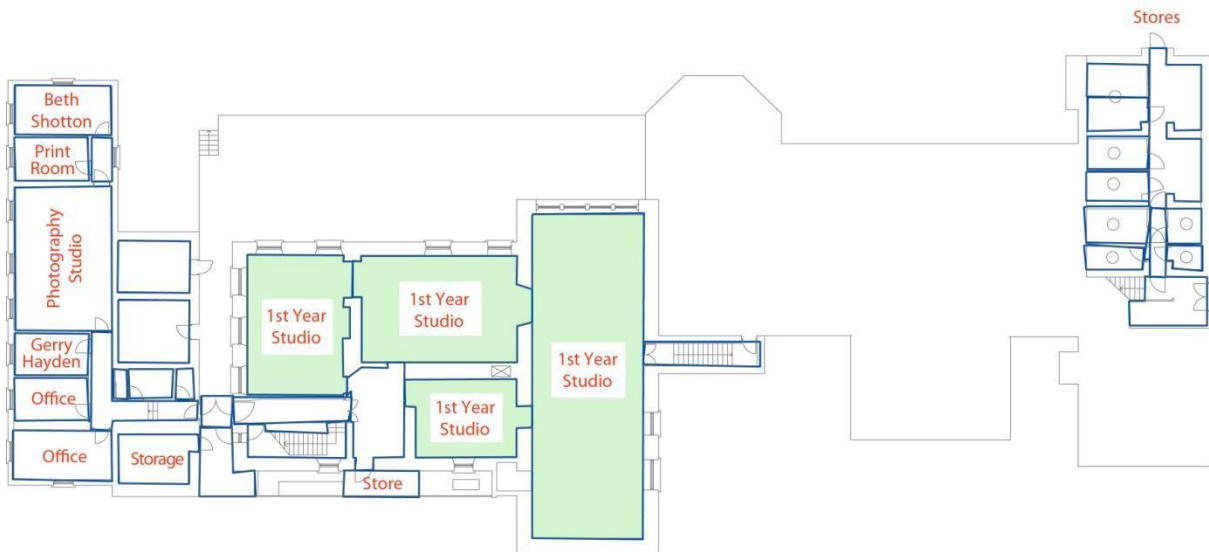


**Plans of Richview Buildings**

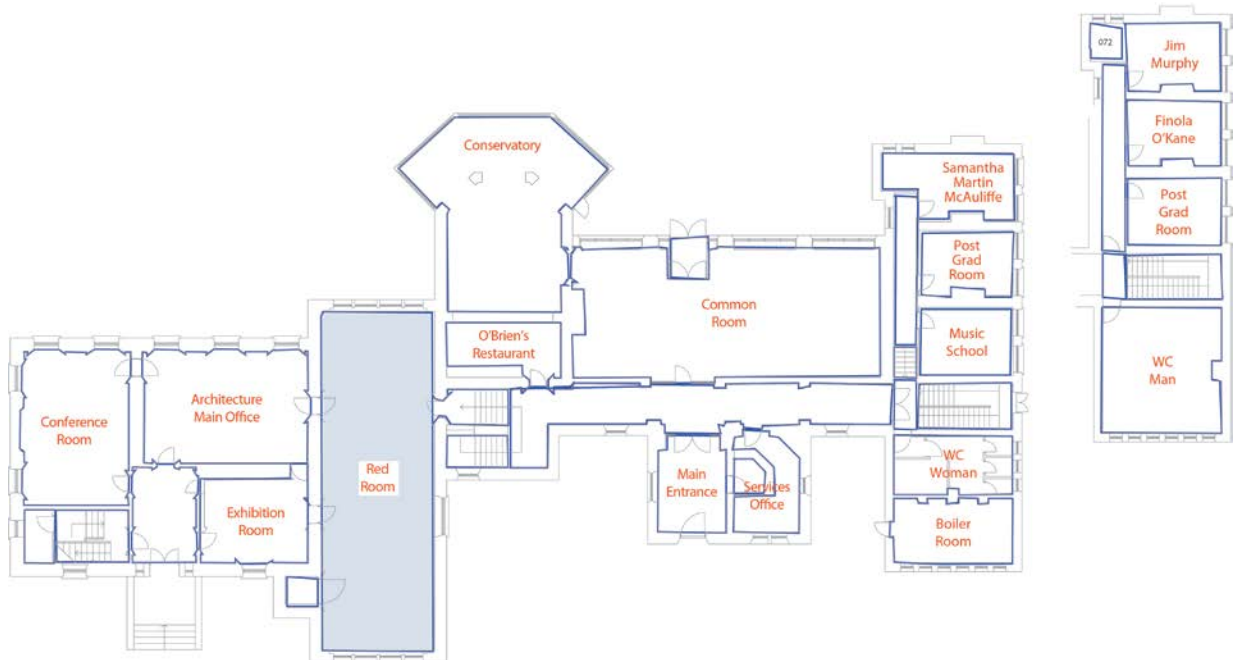
-  MArch Studio Spaces
-  BScArchSc Studio Spaces
-  Large Lecture Spaces

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

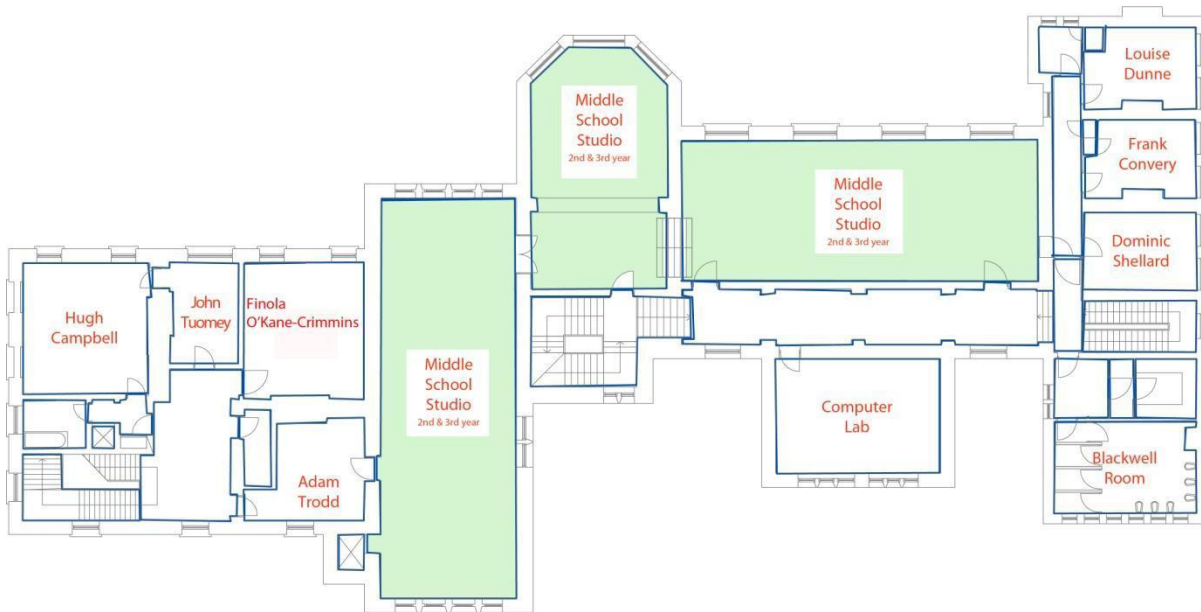
**Richview Main Building – Lower Ground Floor**



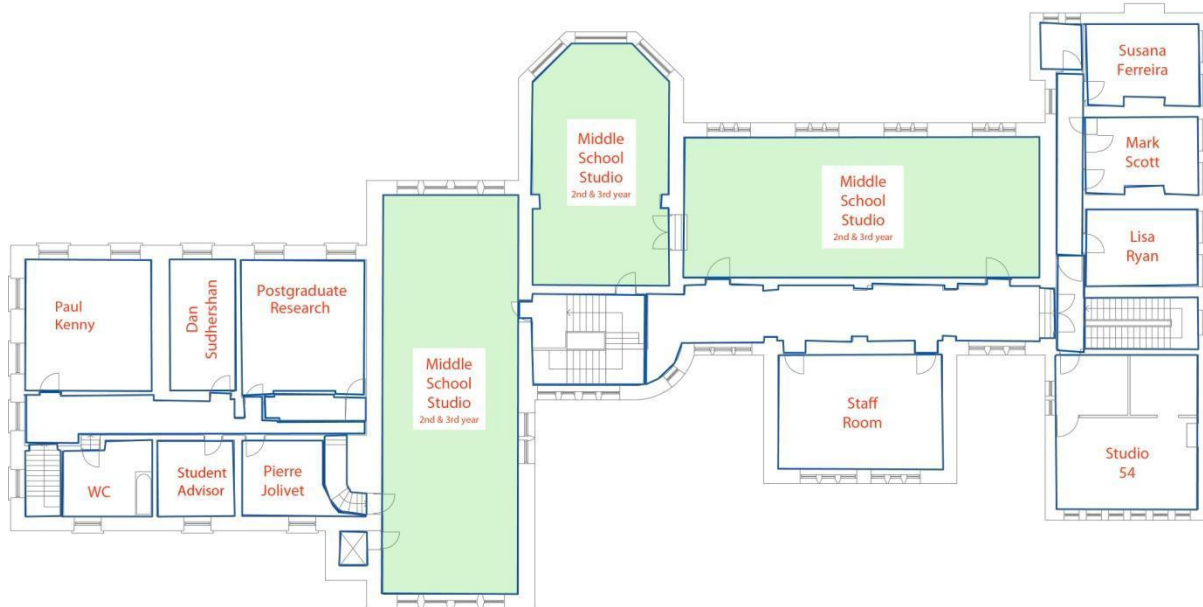
Richview Main Building – Ground Floor



Richview Main Building – First Floor



Richview Main Building – Second Floor:

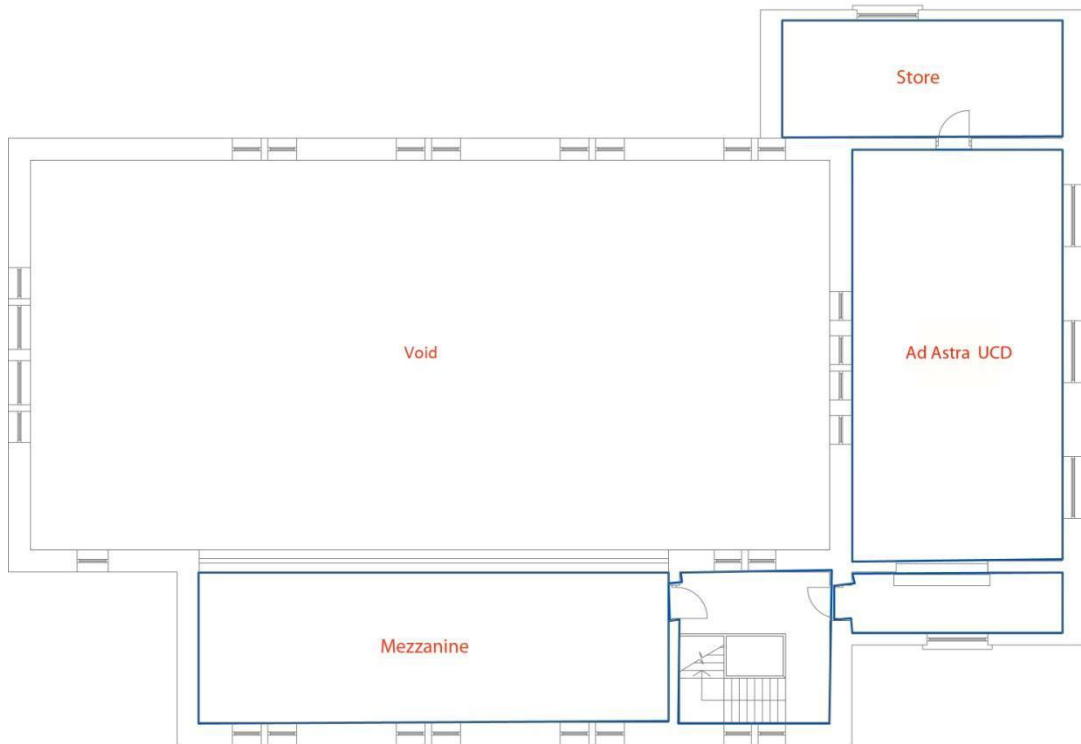


Memorial Hall – Ground Floor

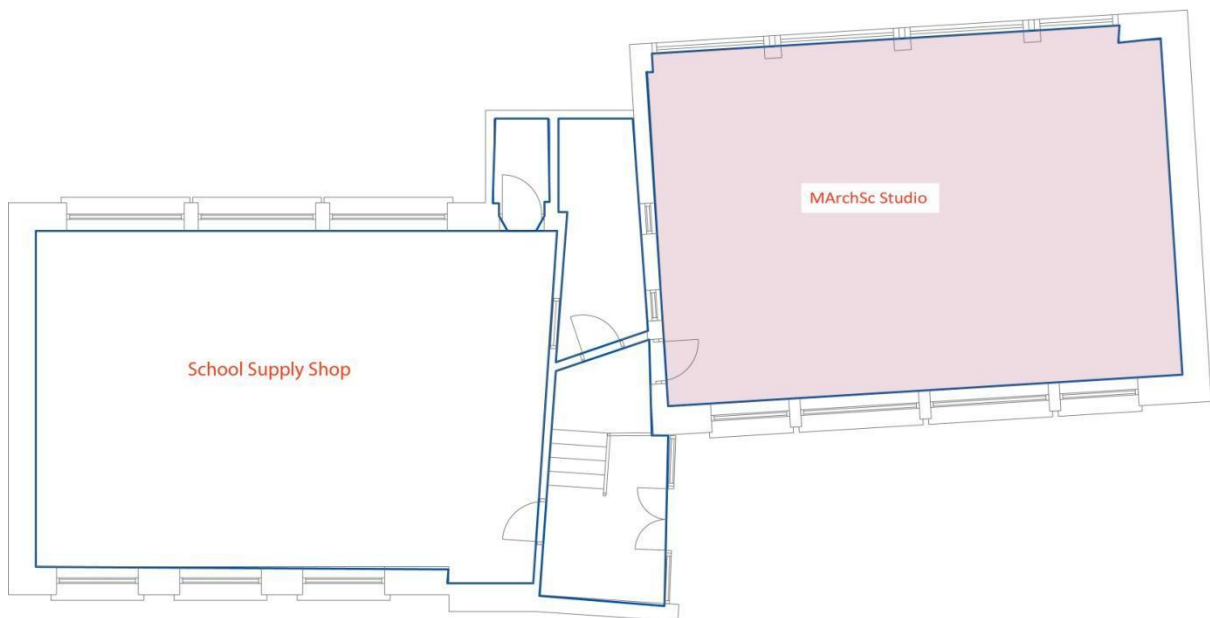


\* The Memorial Hall is the proposed location for the NAAB Team Room.

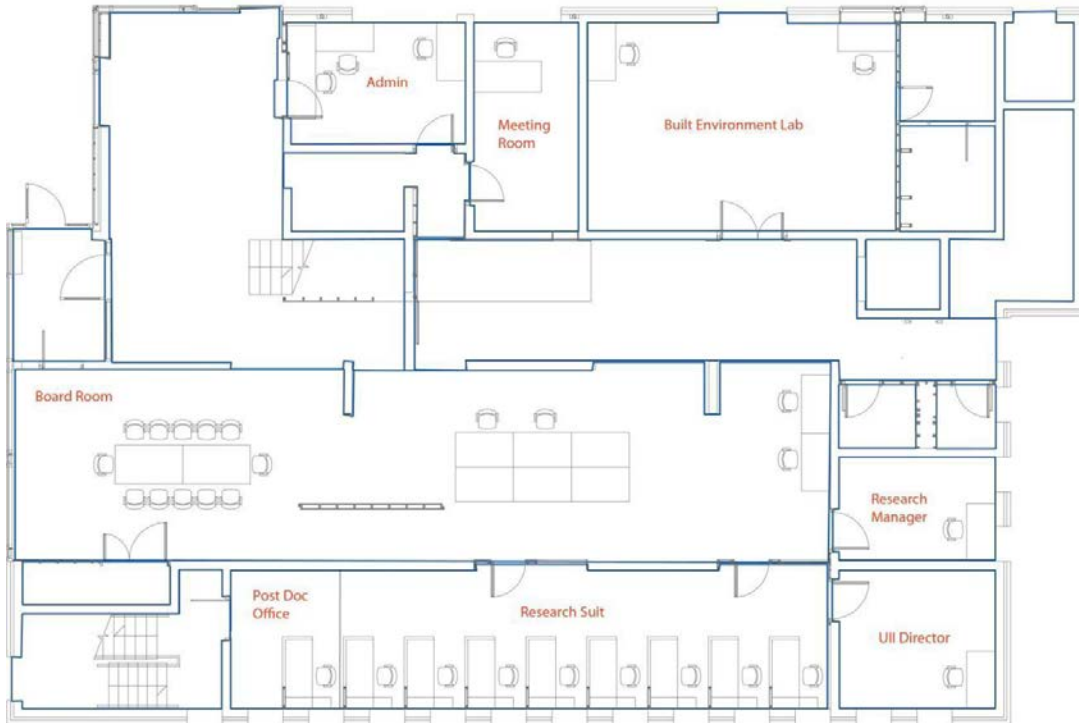
Memorial Hall – First Floor



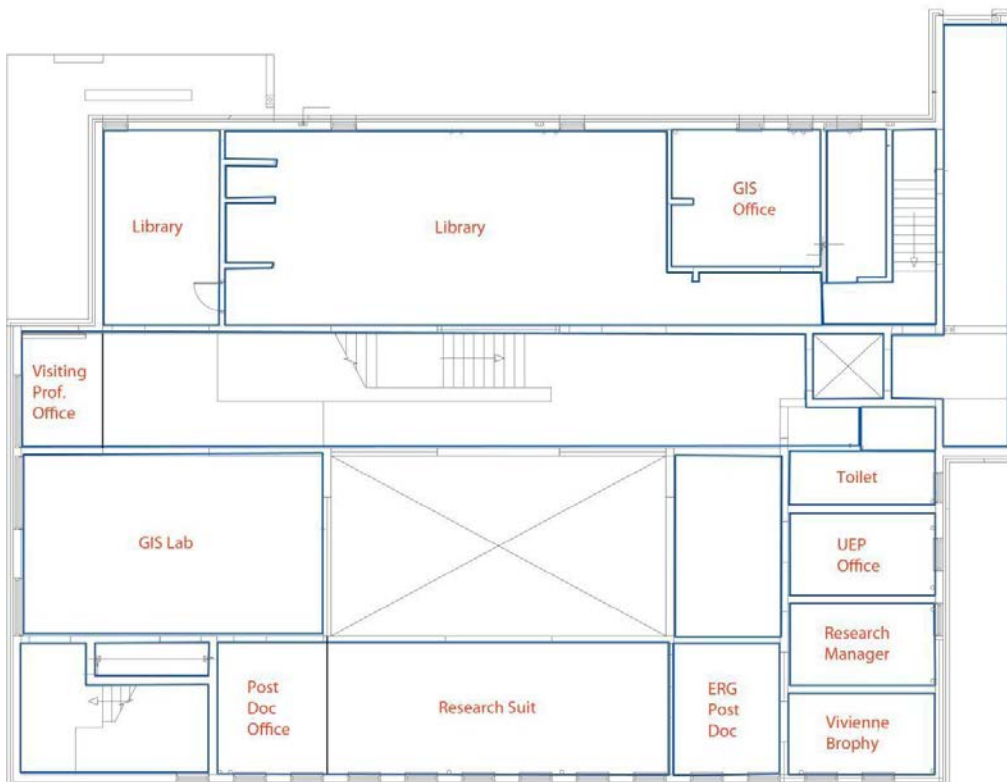
Richview Shop Building



Urban Institute – Ground Floor



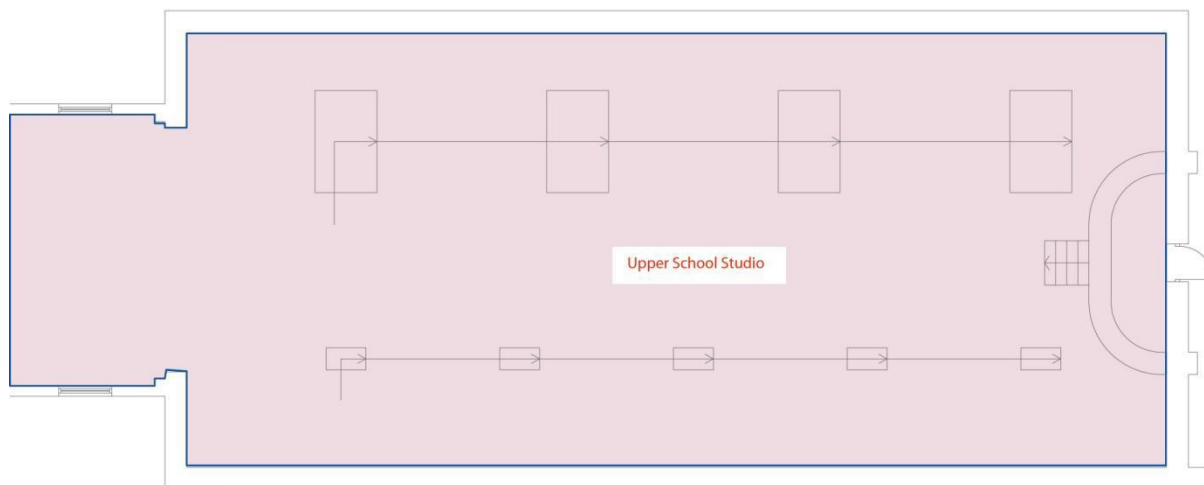
Urban Institute – First Floor



Richview Library – Ground Floor

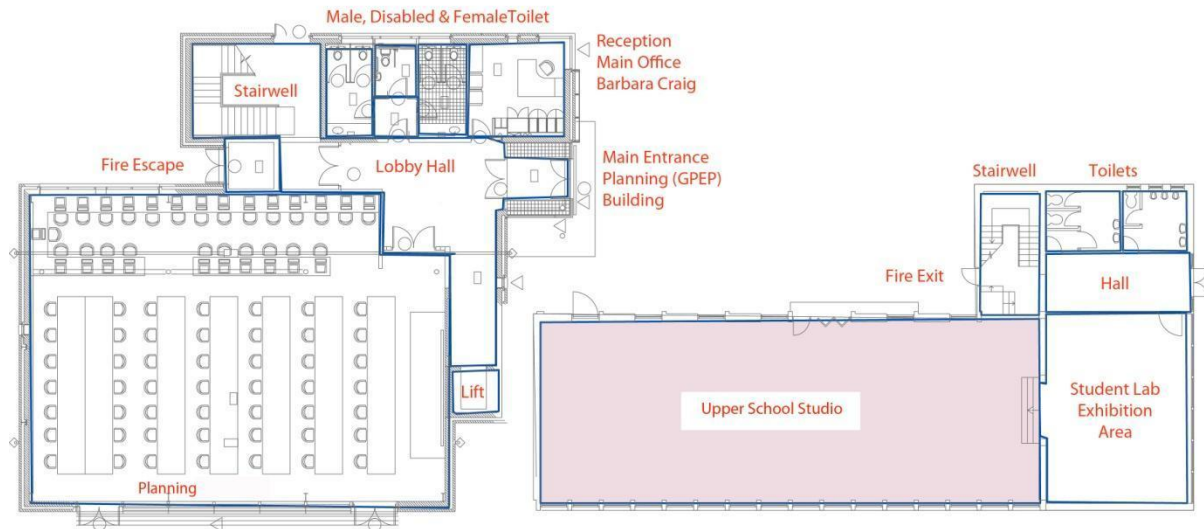


Richview Library – First Floor

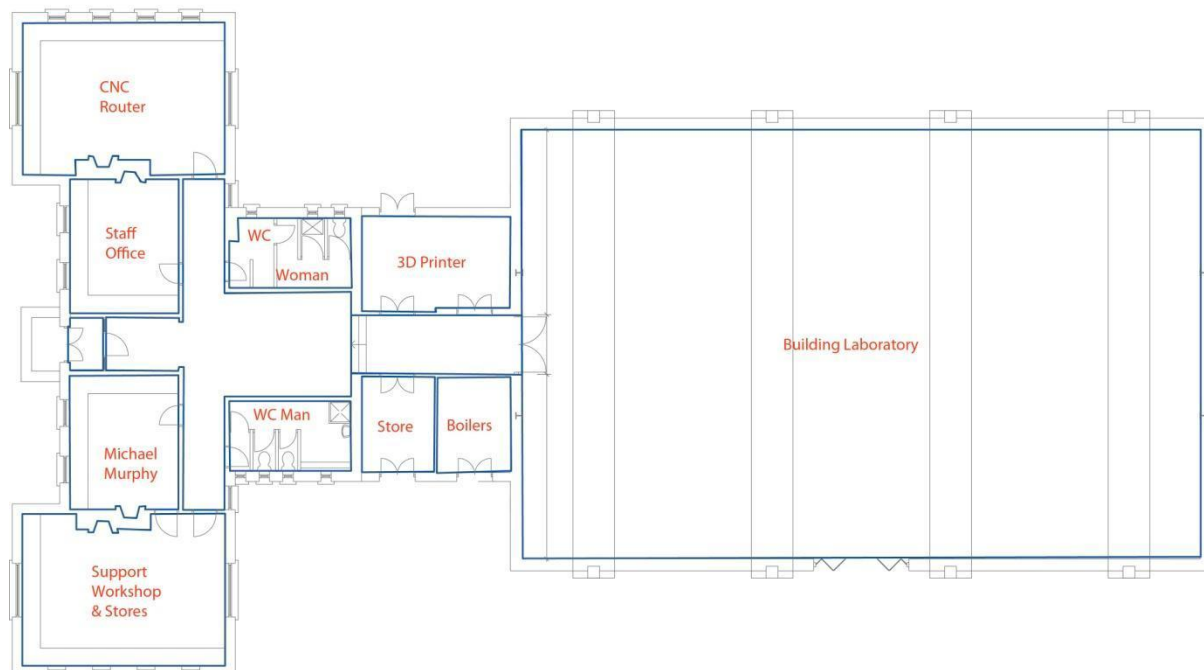


## Planning & Environmental Policy (PEP) Building – Ground Floor

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 large audiences, the School of Architecture uses new large state-of-the-art lecture theatres in the UCD Health Science Centre, a five-minute walk towards the main campus. Six theatres are available, with seating capacities between 110 and 330.

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 m<sup>2</sup>/3770 ft<sup>2</sup>) 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 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 the toilets are being refurbished, along with minor maintenance and painting.

- *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
BSc ArchSc (Year 3)	0	1 A0 Plotter (Free Resource)
MArch (Year 1)	0	1 A0 Plotter (IT Services)  1 A3 Scanner (Free Resource)
MArch (Year 2)	4	1 A3 Black & White Laser Printer (Free Resource)
Main Building	15	2 A3 Colour Laser Printer (IT Services)  1 A0 Colour Plotter (IT Services)

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 1<sup>st</sup> years will use their own laptop and this increases to 100% in 5<sup>th</sup> 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/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/teachinglearningit/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.

### 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.

Currently, the federal government provides €7,200 for each Irish/EU undergraduate student enrolled at UCD. This amount has been going down each year since austerity measures were put in place in Ireland. It is not expected to return to pre-2009 levels.

Fee income and grant income are distributed to schools according to a Resource Allocation Model, which imposes levies for central charges reflecting the range of centralised services of which the school and students avail, including Library, Examinations, Registry, Services etc. In addition charges for College level services - the College Office and Programme Office are levied. All these charges are on a per-student FTE basis. There are also charges for space utilisation: all space used exclusively by the School is charged on a per-sqm basis. This RAM model produces very large central costs – some of them disproportionate to the benefits produced. It can be argued that students of architecture make much less use of central resources than they are charged for. Also, because of the amount of studio space and lab space used by the programme, the overall space charges are very high. While efforts to mitigate these costs have been made in recent years, they are an inevitable result of the distribution system being used. Discussions about moving towards a Full Economic Costing model have not made much progress to date.

With staff costs and central costs as the two main, essentially fixed items on the school budget, the room for manoeuvre in terms of annual planning is limited to two budget items – the supplies and travel budget which covers everything from computer supplies to support for conference travel, and the hourly paid and occasional teaching budget, which covers the extensive contribution made by part-time non-faculty staff. Both budget items have remained fixed in recent years, having been cut in the early period of the financial crisis (2009-10).

More recently efforts have been made to decouple the RAM budget from the operating budget, and to link increases in student recruitment, and hence fee income, directly to an increase in budget. This is being done in order to incentivise academic staff in expanding programmes, taking on more students etc. Significant growth in student numbers at graduate level, and specifically international students, is seen as the chief means of improving the financial position of the University, and this same imperative is now driving all Schools' financial planning. The new President has made efforts to further simplify the correlation between growth in enrolment and improvement in budgetary position.

In this context, the School's plan for growth will hopefully quickly lead to additional resources, particularly staffing. In reviewing the budget annually, the imperative is always to look for ways to increase our staffing numbers and improve the basis on which staff are engaged. Recent initiatives, including the hiring of a number of 30% assistant lecturers and a number of PhD scholars who contribute to the taught programmes, have had a demonstrable impact, but more substantial full-time academic appointments are now the priority. At the same time, the need to renew and improvement facilities is a pressing concern.

Meetings on the budget are held with the College Finance Manager during the summer months, and the budget is reviewed on a regular basis during the year. 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 still pending.

Included in this report is the full financial information for the academic year 13/14.

#### **Budget Report for Cost Centre 4110 (Main School Cost Centre) 2013/14**

	€
Non-Pay Expenditure- (Supplies and Travel)	106,510
Pay Expenditure	1,845,025
Conference Allowance	4,420
<b>Total:</b>	<b>1,955,955</b>

	€
<b>Breakdown of Non-Pay Expenditure</b>	
Small Cash	225.5
Dept Phone/Fax/Mobile Expenses	1082.77
Couriers/Transport	-882.18
Stationery/Office Supplies	1869.9
Printing/Photocopying	15605.4
Presentation/AV/Photographic	1729.48
Books/Maps/Publications	-35.5
Staff Training/Seminar/Course Fees	4701.5
Hospitality/Inc Visiting Lecturers/ Reviewers Expenses	6893.52
Field Trips	411.67
Office Catering/Janitorial	113.11
Travel/Subsistence -Inside E U	10562.06
Travel/Subsistence-Outside E U	10736.73
Student Fees	2895
Laboratory Supplies/Equipment	8451.47
Computer Equipment/General	5378.95
Office Equip/Labour/Furniture	7993.01
Transfer to R/D Accounts	1334.43
Support Commercialisation	6000
Recruitment Expenses – General	175
Misc	<u>250.67</u>
<b>Total:</b>	<b>85492.49</b>

Remaining Non Pay Budget (before current commitments)	21,018
Current commitments	11880
Remaining Non Pay Budget (as of June 2014)	<b>9,138</b>

<b>Breakdown of Pay Expenditure</b>	<b>€</b>
Support Unit Pay Costs	61384
Professors Pay Costs	142864
Statutory Lecturers Pay Costs	15092
College Lecturers Pay Costs	665707
Assistant Lecturer Pay Costs	87892
Technicians Pay Costs	45631
Faculty Admin Pay Costs	166
Tutors/Demonstrators Pay Costs	121514
Tutors/Demonstrators Prsi	9195
Occasional Lecturers Pay Costs	4923
Occasional Lecturers Prsi	506
Other Work	232
Other Work – Academic	86846
Other Work - Academic Admin	1621
Scholarships – General	<u>14751</u>
<b>Total:</b>	<b>1258324</b>
Remaining Pay Budget (as of June 2014)	<b>586,701</b>

The Print Shop is allocated a budget of approximately €40,000 for materials and has a projected income of €60,000 for the year. The objective is to make a profit of a profit of approximately €20,000

### 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 which optimises the library's ability to achieve its key objectives – this framework comprises 5 units Client Services, Research Services, Collections, Cultural Heritage and Planning and Administration. Each of these units provides support and services to the Richview Library and its community with Client Services being to the fore with regard to front line user support.

The Richview campus has its own Library, located at the centre of the campus. It serves the School of Architecture and also postgraduate Planning students of the School of Geography, Planning and Environmental Policy. 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 is also provided through the ALCID and SCOUNL co-operative schemes, and by letters of introduction ([http://www.ucd.ie/library/finding\\_information/otherlibraries/](http://www.ucd.ie/library/finding_information/otherlibraries/))

The Library is staffed daily (9.30-5.00) by a senior library assistant and 2 library assistants, with extended opening hours during term time which includes Monday – Wednesday evenings (5.00 – 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](http://www.paddi.net), is a joint UCD/QUB initiative, which is updated and maintained by UCD library staff. Full text databases, e.g. JSTOR, are also available and provide access to a wide range of journal material. Electronic journals are available through aggregator services such as SWETS and SCIENCE DIRECT (Elsevier titles). These cover construction and energy related areas rather than design. 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, the library now subscribes to ARTstor, a huge image databank.

The UCD Digital Library has been developed by UCD Library and is an authoritative source of diverse research and primary source materials with the collections coming from various cultural heritage repositories within UCD and external to UCD. It allows users to search, browse and explore a growing collection of freely-available, digitised historical materials, 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. The UCD Digital Library contains the following collections of interest to architecture: The Georgian Dublin Collections (Civic and Ecclesiastical Architecture; Domestic Architecture), HIBERNIA (Historic Ireland, built environment & road network), Aerial laser scanning (ALS) data. Current projects: <http://digital.ucd.ie/news/#projects>

Unique to the library is the complete set of local authority development plans for 26 counties. 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 also holds a significant collection of historical maps and large-scale mapping printed from OSI databases. The e-commerce mapping service 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.*

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

Generally, single copies 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. As 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 (711) with a strong emphasis on Local, Regional and National planning. As mentioned the library holds the most comprehensive collection of Development Plans in Ireland, which are housed on closed access within Richview Library, and are available by request (in person and via the catalogue).

Landscape Architecture is also a strong collection in Richview (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 particular emphasis on individual architects and their work (720.92).

Journal collections cover Architectural 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 ejournal collection accessible through findit@UCD library

Peripheral collections: Architecture material is complemented by Richview's peripheral collections in the social sciences (300s), Technology (600s), Art (700s) and History (900s), much of this material relating to specific taught modules.

**Research Services:** The recently established Research Services division, brings together Digital Library functions, Digital Repository Services, bibliographic services (including bibliometrics), and inaugurating 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 (<http://digital.ucd.ie/>). One of its current projects is, in collaboration with the School of Geography, Planning and Environmental Policy, to digitise and make available a number of map series held in the School's Map Library. A Map Digitisation collaborative programme with Trinity College is also in progress, and negotiations are also under way with Ordnance Survey of Ireland (OSi) are currently in negotiations to make the historic 19th century 5' and 10' town plans available through UCD Digital Library.

**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. <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 list material and for more research based material.

Despite significant overall 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 registrar.

The 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 at 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 and Planning community also benefits significantly from resources funded consortially through IReL (Irish Electronic Research Library) such as Artstor and from other major bundled subscription packages.

The School is currently working with the Library to develop a coherent 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 to address this issue and looking to reach agreed solutions that take into consideration the concerns of all parties.

Uncertainty in the annual budget provision, year on 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. 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 (and BArch - transition period)**

Progression MArch*	Numbers of students				Percentages		
	Total	Progressed Year 1 to Year 2	Took an extra Year Out	Failed to progress	Progressed from Year 1 to Year 2	Completed within normal time	Did <i>not</i> complete within 150% of normal time
2011/2012 to 2012/2013	59	50	3	6	85	85	5% (3 students)
2012/2013 to 2013/2014	40	33	1	6	82.5	82.5	Not available - on going

\*and BArch during transition period

### Breakdown of Numbers

	Year	Total	MArch	BArch
2013/2014*	Year 1	66	5 (1 X Sem Only, 1 repeat)	61 (55 progressing + 6 repeats)
	Year 2	33	28	5 (1 Year out)
2012/2013	Year 1	40	4 (incl. 2 withdrawn)	36 (32 progressing + 6 Repeats)
	Year 2	50	35	15 (1 repeat, 3 Year outs)
2011/2012	Year 1	59	0	59

\* in 2013/2014, 28 Students received the MArch degree and 4 received the BArch degree.

\*\* 50 Students received their degree 2012/2013

### 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	7
Number of part-time permanent academic staff (Weekly teaching input up to 12 hours)	21
Number of part-time staff (Short term contract and hourly-paid: hours generally from 4-9 weekly)	22
Number of faculty promoted each year since the last visit.	
The total number of staff maintaining registration (licenses)	31
Of this total: 1 is registered in Portugal 1 is registered in Germany 1 is registered in USA 1 is registered in Canada. The remaining 27 are registered in Ireland (MRIAI). In addition 2 members of staff are in the process of completing their registration.	

**Full-time Academic Staff****Total Number: 7**

<b>Name and Qualifications</b>	<b>Date appointed</b>	<b>Grade</b>	<b>Responsibility/ Subjects taught</b>	<b>Current Professional Practice Activities</b>
Hugh Campbell B.Arch, MArch.Sc, Ph.D (NUI)	1997	Professor	History & Theory, Design Studio, Dean of Architecture and Head of School	Research, Criticism & Exhibition
Finola O’Kane B.Arch, PhD (NUI) MRIAI	2006	Senior Lecturer	Conservation, History & Theory, Landscape, Head of Research	Research, Criticism & Consultancy
Vivienne Brophy MArchSc (NUI), MRIAI	2006	College Lecturer	Architectural Technologies, MArchSc Sustainable Building Design and Performance, Deputy Head of School	Research & Consultancy Director of UCDEG
Paul Kenny B.Tech. (Mech.Eng.CIT Cork) MSc. (Cranfield Univ.)	2000	College Lecturer	Environmental Science, Sustainable Building Design and Performance Phd and MArchSc Programme	Research & Consultancy Director of UCDEG
Samantha Martin McAuliffe BA, (Smith Mass) MPhil (Cantab), PhD(Cantab)	2007	College Lecturer	History & Theory, Head of Teaching and Learning	Research & Criticism
Elizabeth Shotton B.Comm (CU Ottawa) B.Arch (UBC Vancouver) AIBC, PhD (UCD)	2005	College Lecturer	Design Studio, Design Technologies, Acting Head of Research	Research
Daniel Sudhershnan Grad.Dip.Arch (LSA), BA in Architecture (LSA)	2004	College Lecturer	Architectural Technologies, Director Erasmus Programme Assistant Dean of Architecture	Research

**Part-time permanent academic staff** (Weekly teaching input up to 12 hours).**Total Number: 21**

<b>Name and Qualifications</b>	<b>Date Appointed</b>	<b>Grade</b>	<b>Responsibilities/ Subjects taught</b>	<b>Current Professional Practice Activities</b>
John Tuomey B.Arch, MArch, FRIAI	1987	Professor (50%)	Design Studio, Professor of Arch Design	Practice & Research
Dorothy Jones B.Arch MRIAI	2005	College Lecturer 50%	Professional Studies	Professional Practice Project Management
Orla Hegarty B.Arch	2007	College Lecturer 50%	Professional Diploma Prog Director	Practice & Research
Gerry Cahill AA dipl, FRIAI	1987	Studio Lecturer (50%)	Design Studio, International Ambassador	Practice
Sheila O’Donnell	1987	Studio	Design Studio	Practice & Research

B.Arch, MArch,FRIAI		Lecturer (50%)		
Paul Arnold B.Arch. Dip. Cons	2005	College Lecturer (30%)	Conservation Ecology of Arch, MUBC Director	Practice & Research
Peter Cody Dip.Arch. MSc.Arch (Columbia) MRIAI	2005	College Lecturer (30%)	Design Studio 1	Practice & Research
Will Dimond B.Arch, MRIAI	2005	College Lecturer (30%)	Design Studio 3	Practice & Research
Marcus Donaghy B.Arch, MRIAI	2005	College Lecturer (30%)	Design Studio 5	Practice & Research
Tiago Faria B.Arch Member of Ordem dos Arquitectos Portugueses	2007	College Lecturer (30%)	Design Studio 3	Practice & Research
Miriam Fitzpatrick B.Arch, M.Sc.City Design (LSE) RIBA	2005	College Lecturer (30%)	Masters in Urban Design	Teaching & Research
Alan Mee B. Arch, MRIAI	2005	College Lecturer (30%)	Masters in Urban Design, Programme Director	Practice & Research
Orla Murphy B.Arch MRIAI	2005	College Lecturer (30%)	Design Studio 4	Practice & Research
Mary Laheen B.Arch, MRIAI	2005	College Lecturer (30%)	Design Studio 4	Practice & Research
Michael Pike B.Arch MRIAI	2005	College Lecturer (30%)	Design Studio 2	Practice & Research
John Parker B.Arch MRIAI, MRIBA	2005	College Lecturer (30%)	Design Studio 3 & 5	Practice & Research
Emmett Scanlon, B.Arch, MSc.Arch, MRIAI	2005	College Lecturer (30%)	Design Studio 4	Practice & Research
Peter Tansey B.Arch, MArch (Berlage) MRIAI	2005	College Lecturer (30%)	Design Studio 2	Practice & Research
Alice Clancy BArch Cert Prof Practice	2014	College Lecturer (30%)		
Fiona Hughes BArch	2014	College Lecturer (30%)		
Stephen Mulhall MArch MRIAI	2014	College Lecturer (30%)		

**Part-time staff**

**Total Number: 22**

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

Wendy Barrett B.Arch.	Design Studio (3)
Chris Boyle B.Arch.	Design Studio (1)
Geoff Brouder, B.Arch	Design Studio (1)
Alice Clancy, B.Arch	Design Studio (3)
Sarah Cremin B.Arch, MArchSc	Design Studio (1)
Cian Deegan, BArch	Design Studio (1)
Miriam Delaney B.Arch	Design Studio (1)
Kevin Donovan B.Arch	Design Studio (2)
Eileen Fitzgerald B.Arch	Design Studio (3)
Anne Gorman B.Arch	Design Studios (2)
Fiona Hughes B.Arch	Design Studio (2)
Merlo Kelly B.Arch	Design Studios (4)
Pierre Long B.Arch	Technology Studio (4)
John-Barry Lowe B.Arch	Design Studio (1)
Matt McCullough, B.Arch	Design Studio (1)
Stephen Mulhall, B.Arch	Design Studio (3)
Aoibheann Ni Mhearain, B.Arch	Design Studio (1)
Esmonde O'Briain, B.Arch	Design Studio (3)
James Rossa O'Hare, B.Arch	Design Studio (2)
Ruth O'Herlihy B.Arch	Design Studio (3)
Mark Price B.Arch	Design Studio (1)
Stephen Tierney B.Arch	Design Studio (4)

#### **University Staff who contribute to the teaching programme**

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 School of Geography, Planning & Environmental Policy
Karen Foley, PhD	Head of Landscape Architecture



**Technical Staff**

Michael Murphy	Building Laboratory Manager
David Wick	Shop Manager
Donal Lennon	Sky Laboratory / Energy Research Unit

**Administrative Staff**

Adam Trodd	Administrative Officer II - School Manager
Sandra Conroy	Executive Assistant
Pierre Jolivet	IT Manager, Photography, Representation
Erin O'Malley	Architecture Programme Manager, Engineering & Architecture Programme Office

**1.3.2 Faculty Credentials**

A resumé for each member of staff can be found in section 3.2.

## **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.*

# UCD Architecture

## MArch Programme Structure 2013-14

### Year 1 (Upper School)

ARCT 40040  
Architectural Design VII

CORE 15ECTS

ARCT 40010  
Design Technologies I

CORE 5ECTS

OPTION 5ECTS

OPTION 5ECTS

ARCT 40050  
Architectural Design VIII

CORE 15ECTS

ARCT 40060  
Design Technologies II

CORE 5ECTS

ARCT 40080  
Research and Innovation in  
the Designed Environment II

CORE 5ECTS

OPTION 5ECTS

#### OPTIONS SEMESTER I 5ECTS

*RULE: Students intending to take an Erasmus Exchange in Semester 2 must take ARCT 40020 Research & Innovation in the Designed Environment I as their Option Module in Semester I*

ARCT 40020 Research & Innovation in the Designed Environment I  
(Offers variable options within the module)

ARCT 40030 Realising Built Projects  
ARCT 40170 Conservation: History, Theory & Policy  
ARCT 40300 Research Methods  
ARCT 40640 Sustainable Building Design and Performance I  
ARCT 40660 Introduction to Urban Design  
ARCT 40850 Architecture or Society  
PEP 40100 GIS

#### OPTIONS SEMESTER II 5ECTS

ARCT 40450 Disseminating Architecture  
ARCT 40290 Case Studies and Reflective Practice  
ARCT 40730 Materials and Technology I (in Conservation)  
ARCT 40630 Sustainable Building Design and Performance II  
ARCT 40180 Urban Design Theory

### Year 2 (Upper School)

ARCT 40190  
Professional Studies II

CORE 5ECTS

ARCT 40740  
MArch Making is Thinking

CORE 5ECTS

ARCT 40590  
Masters Design Option

CORE 10ECTS

ARCT 40610  
Masters Architectural  
Dissertation

CORE 10ECTS

ARCT 40600  
Masters Design Thesis  
Seminar

or

ARCT 40760  
Advanced Design Thesis  
(Applies to MArch  
Advanced Entry Only)

CORE 30ECTS

- *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.



## 2.2 Curricular Framework

### 2.2.1 National Authorization

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. A summary of the relevant chapters is listed here:

1. *In accordance with the provisions of the Universities Act, 1997 University College Dublin has been constituted a University and by Order of the Minister for Education and Science, on 19th November 1998 the University is named University College Dublin, National University of Ireland, Dublin.*
2. *The degrees, diplomas and other qualifications awarded by University College Dublin, National University of Ireland, Dublin shall be qualifications of the National University of Ireland and shall be so designated.*

[...]

4. *The University shall, subject to the provisions of the Act and to the Charter, do all things necessary to further the objects and development of the University and without limiting the generality of the foregoing, the University:*

- a) *shall provide courses of study, conduct examinations and award degrees and other qualifications;*  
[...]

<http://www.ucd.ie/govauth/statutes.html>

## 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:*

UCD's MArch degree was introduced in 2012 in line with European Union's Bologna Declaration of 1999 on European Higher Education. The intention of this declaration is to introduce a system of academic degrees that are easily recognisable and comparable, to promote the mobility of students, teachers and researchers, and to ensure high-quality teaching within EU. It involves so-called 'three-plus-two' Bologna structure B.Sc (Architectural Science) - (180 ECTS = ~ 90 US credits) + MArch (120 ECTS = ~ 60 US credits).

As part of this process the school is phasing out its long-running two-year professional degree, the BArch. Currently UCD Architecture is going through a transition period where both Programmes (BArch and the MArch) are running in parallel (2012/2013 – 2014/2015) to accommodate students who started in the BSc + BArch. The BSc in Architectural Studies, BArch und MArch degrees are accredited by the The Royal Institute of the Architects of Ireland (RIAI) and the Royal Institute of British Architects (RIBA). From 2015, the 2 year MArch (Substantially Equivalent candidate) will be the standard exit qualification from our three- year pre-professional + two- year professional Architecture programmes.

In the European Union, the standard length of any Bachelors degree is three years, followed by two year Masters. This is the common practice in most Architecture schools , although some schools run five-year Bachelors programme in Architecture. Because we run a three -year undergraduate pre-professional programme, the General Studies module options are limited in the undergraduate degree. However, 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, with most students opting to do modern languages.

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

The MArch programme offers students many options to pursue their special interest within and in related fields. In the academic year 2013/14, in Year One of the MArch programme, the students could take 3 option modules from 13 offered modules from geographic information system (GIS) to Conservation: History, Theory and Policy.

The list of options (minors) offered in 2013/14:

<b>Option Modules</b>						
<b>RULE:</b>	Students intending to take an Erasmus Exchange in Semester 2 must take ARCT 40020 Research & Innovation in the Designed Environment I as their Option Module in Semester I					
	<b>3 OF:</b>	<b>Choose 3 option modules:</b>				
<b>Semester 1</b>	<b>Module Code</b>	<b>Module Title</b>			<b>Credits</b>	<b>Level*</b>
SEM_1	ARCT 40020	Research & Innovation in the Designed Environment I (Offers variable options within the module)			5	4
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			5	4
SEM_1	ARCT 40640	Sustainable Building Design and Performance – I			5	4
SEM_1	ARCT 40660	Introduction to Urban Design			5	4
SEM_1	ARCT 40850	Architecture or Society			5	4
SEM_1	PEP 40100	GIS			5	4
<b>Semester 2</b>	<b>Module Code</b>	<b>Module Title</b>			<b>Credits</b>	<b>Level</b>
SEM_2	ARCT 40450	Disseminating Architecture			5	4
SEM_2	ARCT 40290	Case Studies and Reflective Practice			5	4
SEM_2	ARCT 40730	Materials and Technology (in Conservation) I – New			5	4
SEM_2	ARCT 40630	Sustainable Building Design and Performance – II			5	4
SEM_2	ARCT 40180	Urban Design Theory			5	4

\*Level 4 is masters level

In the coming academic year 2014/15, the school is planning to offer more than 20 options in the first year of the MArch Programme. The increase in offered modules is also due to increased research activity from the faculty, particularly in the areas of urban and landscape history, of sustainability, and



of material and construction innovation (RIBA). An outline of the proposed modules is presented below:

<u>Research and Innovation options</u>			<u>SEMESTER ONE and SEMESTER TWO</u>		
<b>Option Rule</b>	<b>2 of:</b>		<b>Students must take TWO Options Modules, one in EACH SEMESTER, from the R&amp;I Options list below:</b>		
<b>Semester 2</b>	<b>Module Code</b>		<b>Module Title</b>	<b>Credits</b>	<b>Level</b>
SEM_1	ARCT	40020	Research & Innovation in the Designed Environment I	5	4
SEM_2	ARCT	40080	Research & Innovation in the Designed Environment II	5	4
SEM_1_2	ARCT	40900	Space Framed	5	4
SEM_1_2	ARCT	40920	The Interior Prospect	5	4
SEM_1_2	ARCT	40940	Food and the City	5	4
SEM_1_2	ARCT	40960	Walking and Mapping	5	4
SEM_1_2	ARCT	40980	Architecture and Metaphor	5	4
SEM_1_2	ARCT	40990	Acoustics, Architecture & Performance	5	4
<u>Technology Options</u>			<u>SEMESTER TWO</u>		
<b>Option Rule</b>	<b>1 of:</b>		<b>Students must take ONE Option Module from the Technology Option list below:</b>		
<b>Semester</b>	<b>Module Code</b>		<b>Module Title</b>	<b>Credits</b>	<b>Level</b>
SEM_2	ARCT	40730	Materials and Technology (in Conservation) I	5	4
SEM_2	ARCT	40870	Agency: Design / Build	5	4
SEM_2	ARCT	40890	Building Information Modelling	5	4
SEM_2	ARCT	40910	Env. Modelling & Simulation	5	4
SEM_2	ARCT	40930	Parametric Design	5	4
SEM_2	ARCT	40950	Concrete Research	5	4
SEM_2	ARCT	40970	Irish Timber & Sustainability	5	4
<u>General Options</u>			<u>SEMESTER ONE and SEMESTER TWO</u>		
<b>Option Rule</b>	<b>2 of:</b>		<b>Students must take TWO Options Modules, one in EACH SEMESTER, from the General Options list below:</b>		
<b>Semester</b>	<b>Module Code</b>		<b>Module Title</b>	<b>Credits</b>	<b>Level</b>
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 Architect.	5	4
SEM_1	ARCT	40640	Sustainable Building Design and	5	4

			Performance – I		
SEM_1	ARCT	40660	Introduction to Urban Design	5	4
SEM_1	ARCT	40850	Architecture or Society	5	4
SEM_1	PEP	40100	GIS	5	4
SEM_1	ARCT	40860	Technology & Culture – I	5	4
SEM_2	ARCT	40450	Disseminating Architecture	5	4
SEM_2	ARCT	40290	Case Studies and Reflective Practice	5	4
SEM_2	ARCT	40730	Materials and Technology (in Conservation)	5	4
SEM_2	ARCT	40630	Sustainable Building Design and Performance – II	5	4
SEM_2	ARCT	40180	Urban Design Theory	5	4
SEM_2	ARCT	40870	Agency: Design / Build	5	4
SEM_2	ARCT	40890	Building Information Modelling	5	4
SEM_2	ARCT	40910	Env. Modelling & Simulation	5	4
SEM_2	ARCT	40930	Parametric Design	5	4
SEM_2	ARCT	40950	Concrete Research	5	4
SEM_2	ARCT	40970	Irish Timber & Sustainability	5	4
SEM_2	ARCT	40880	Technology & Culture – II	5	4
SEM_1_2	ARCT	40900	Space Framed	5	4
SEM_1_2	ARCT	40920	The Interior Prospect	5	4
SEM_1_2	ARCT	40940	Food and the City	5	4
SEM_1_2	ARCT	40960	Walking and Mapping	5	4
SEM_1_2	ARCT	40980	Architecture and Metaphor	5	4
SEM_1_2	ARCT	40990	Acoustics, Architecture & Performance	5	4

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

UCD operates with European Credit Transfer System (ECTS). ECTS provides a common currency for representing academic activity throughout Europe. It is used to facilitate student mobility and transferability of degrees and awards. ECTS is linked to the Bologna Process and EU Tuning Project. Further details are available at <http://www.bologna.ie>. Credits are awarded. 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 2013-14

### Year 1 (Upper School)

ARCT 40040  
Architectural Design VII

CORE 15ECTS

ARCT 40010  
Design Technologies I

CORE 5ECTS

OPTION 5ECTS

OPTION 5ECTS

ARCT 40050  
Architectural Design VIII

CORE 15ECTS

ARCT 40060  
Design Technologies II

CORE 5ECTS

ARCT 40080  
Research and Innovation in  
the Designed Environment II

CORE 5ECTS

OPTION 5ECTS

**OPTIONS SEMESTER I 5ECTS**

*RULE: Students intending to take an Erasmus Exchange in Semester 2 must take ARCT 40020 Research & Innovation in the Designed Environment I as their Option Module in Semester I*

**ARCT 40020** Research & Innovation in the Designed Environment I  
(Offers variable options within the module)

**ARCT 40030** Realising Built Projects

**ARCT 40170** Conservation: History, Theory & Policy

**ARCT 40300** Research Methods

**ARCT 40640** Sustainable Building Design and Performance I

**ARCT 40660** Introduction to Urban Design

**ARCT 40850** Architecture or Society

**PEP 40100** GIS

**OPTIONS SEMESTER II 5ECTS**

**ARCT 40450** Disseminating Architecture

**ARCT 40290** Case Studies and Reflective Practice

**ARCT 40730** Materials and Technology I (in Conservation)

**ARCT 40630** Sustainable Building Design and Performance II

**ARCT 40180** Urban Design Theory

### Year 2 (Upper School)

ARCT 40190  
Professional Studies II

CORE 5ECTS

ARCT 40740  
MArch Making is Thinking

CORE 5ECTS

ARCT 40590  
Masters Design Option

CORE 10ECTS

ARCT 40610  
Masters Architectural  
Dissertation

CORE 10ECTS

ARCT 40600  
Masters Design Thesis  
Seminar

or

ARCT 40760  
Advanced Design Thesis  
(Applies to MArch  
Advanced Entry Only)

CORE 30ECTS

ICCM 2014 V.2	Comments on 2014/2015 Updates
Programme: MTARCH001 Master of Architecture	
Major: T273	
School: School of Architecture	Additions highlighted in blue
Two Stage 120-Credit Programme	Changes in credit value etc highlighted in red

**STAGE 1 Master of Architecture**

<b>CORE</b>		<b>SEMESTER ONE</b>		<b>Credits</b>	<b>Level</b>
Semester	Module Code	Module Title			
SEM_1	ARCT 40040	Architectural Design VII (Offers variable within the module)		15 Credits	level: 4 (Masters)
SEM_1	ARCT 40010	Design Technologies I		5 Credits	level: 4 (Masters)
SEM_1		Research & Innovation Option		5 Credits	level: 4 (Masters)
SEM_1		Option Module		5 Credits	level: 4 (Masters)
<b>Core</b>		<b>SEMESTER TWO</b>		<b>Credits</b>	<b>Level</b>
Semester 2	Module Code	Module Title			
SEM_2	ARCT 40050	Architectural Design VIII (Offers variable within the module)		15 Credits	level: 4 (Masters)
SEM_2		Technology Option		5 Credits	level: 4 (Masters)
SEM_2		Research & Innovation Option		5 Credits	level: 4 (Masters)
SEM_2		General Option Module		5 Credits	level: 4 (Masters)

Research and Innovation options **SEMESTER ONE and SEMESTER TWO**  
 Students must take TWO Options Modules, one in EACH SEMESTER, from the R&I Options list below:

Option Rule	2 of:	Module Title	Credits	Level
Semester 2	Module Code			
SEM_1	ARCT 40020	Research & Innovation in the Designed Environment I	5 Credits	level: 4 (Masters)
SEM_2	ARCT 40080	Research & Innovation in the Designed Environment II	5 Credits	level: 4 (Masters)
SEM_1_2	ARCT 40900	Space Framed	5 Credits	level: 4 (Masters)
SEM_1_2	ARCT 40920	The Interior Prospect	5 Credits	level: 4 (Masters)
SEM_1_2	ARCT 40940	Food and the City	5 Credits	level: 4 (Masters)
SEM_1_2	ARCT 40960	Walking and Mapping	5 Credits	level: 4 (Masters)
SEM_1_2	ARCT 40980	Architecture and Metaphor	5 Credits	level: 4 (Masters)
SEM_1_2	ARCT 40990	Acoustics, Architecture & Performance	5 Credits	level: 4 (Masters)

Technology Options **SEMESTER TWO**  
 Students must take ONE Option Module from the Technology Option list below:

Option Rule	1 of:	Module Title	Credits	Level
Semester	Module Code			
SEM_2	ARCT 40730	Materials and Technology (in Conservation) I	5 Credits	level: 4 (Masters)
SEM_2	ARCT 40870	Agency: Design / Build	5 Credits	level: 4 (Masters)
SEM_2	ARCT 40890	Building Information Modelling	5 Credits	level: 4 (Masters)
SEM_2	ARCT 40910	Env. Modelling & Simulation	5 Credits	level: 4 (Masters)
SEM_2	ARCT 40930	Parametric Design	5 Credits	level: 4 (Masters)
SEM_2	ARCT 40950	Concrete Research	5 Credits	level: 4 (Masters)
SEM_2	ARCT 40970	Irish Timber & Sustainability	5 Credits	level: 4 (Masters)

General Options **SEMESTER ONE and SEMESTER TWO**  
 Students must take TWO Options Modules, one in EACH SEMESTER, from the General Options list below:

Option Rule	2 of:	Module Title	Credits	Level
Semester	Module Code			
SEM_1	ARCT 40030	Realising Built Projects	5 Credits	level: 4 (Masters)
SEM_1	ARCT 40170	Conservation: History, Theory & Policy	5 Credits	level: 4 (Masters)
SEM_1	ARCT 40300	Research Methods in Architect.	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	ARCT 40850	Architecture or Society	5 Credits	level: 4 (Masters)
SEM_1	PEP 40100	GIS	5 Credits	level: 4 (Masters)
SEM_1	ARCT 40860	Technology & Culture - I	5 Credits	level: 4 (Masters)
SEM_2	ARCT 40450	Disseminating Architecture	5 Credits	level: 4 (Masters)
SEM_2	ARCT 40290	Case Studies and Reflective Practice	5 Credits	level: 4 (Masters)
SEM_2	ARCT 40730	Materials and Technology (in Conservation)	5 Credits	level: 4 (Masters)
SEM_2	ARCT 40630	Sustainable Building Design and Performance - II	5 Credits	level: 4 (Masters)
SEM_2	ARCT 40180	Urban Design Theory	5 Credits	level: 4 (Masters)
SEM_2	ARCT 40870	Agency: Design / Build	5 Credits	level: 4 (Masters)
SEM_2	ARCT 40890	Building Information Modelling	5 Credits	level: 4 (Masters)
SEM_2	ARCT 40910	Env. Modelling & Simulation	5 Credits	level: 4 (Masters)
SEM_2	ARCT 40930	Parametric Design	5 Credits	level: 4 (Masters)
SEM_2	ARCT 40950	Concrete Research	5 Credits	level: 4 (Masters)
SEM_2	ARCT 40970	Irish Timber & Sustainability	5 Credits	level: 4 (Masters)
SEM_2	ARCT 40880	Technology & Culture - II	5 Credits	level: 4 (Masters)
SEM_1_2	ARCT 40900	Space Framed	5 Credits	level: 4 (Masters)
SEM_1_2	ARCT 40920	The Interior Prospect	5 Credits	level: 4 (Masters)
SEM_1_2	ARCT 40940	Food and the City	5 Credits	level: 4 (Masters)
SEM_1_2	ARCT 40960	Walking and Mapping	5 Credits	level: 4 (Masters)
SEM_1_2	ARCT 40980	Architecture and Metaphor	5 Credits	level: 4 (Masters)
SEM_1_2	ARCT 40990	Acoustics, Architecture & Performance	5 Credits	level: 4 (Masters)

**STAGE 2 Master of Architecture**

<b>CORE</b>		<b>Module Title</b>	<b>Credits</b>	<b>Level</b>
Semester	Module Code	MTARCH001_MArch_2014_15_Approval 2		

YEAR	ARCT	40610	Masters Architectural Dissertation	10 Credits	level: 4 (Masters)
SEM_1	ARCT	40190	Professional Studies II	5 Credits	level: 4 (Masters)
SEM_1	ARCT	40740	MArch Making is Thinking	5 Credits	level: 4 (Masters)
SEM_1	ARCT	40590	Masters Design Option	10 Credits	level: 4 (Masters)
SEM_?			Option Module	30 Credits	level: 4 (Masters)

<b>Option Modules</b>					
<b>RULE:</b> Advanced Design Thesis offered in Sem 2. ALL other MArch students select ARCT40600 Masters Design Thesis					
<b>1 OF: Choose 1 option module:</b>					
<b>Semester 1</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Level</b>	
YEAR	ARCT	40600	Masters Design Thesis Seminar	30 Credits	level: 4 (Masters)
Sem_2	ARCT	40760	Advanced Design Thesis	30 Credits	level: 4 (Masters)

<b>CREDIT SUMMARY</b>		
<b>Module Type</b>	<b>Stage 1 Credits</b>	<b>Stage 2 Credits</b>
Core	45	30
Option	15	30
Elective	0	0
<b>Total</b>	<b>60</b>	<b>60</b>
<b>Programme Total = 120 Credits</b>		

# UCD Architecture

## BSc Architectural Science (Hons)

	<b>Stage 1</b> (Foundation Year)	<b>Stage 2</b> (Middle School)	<b>Stage 3</b> (Middle School)
<b>SEMESTER I</b>	ARCT 10010 Architectural Design I  CORE 15 ECTS	ARCT 20010 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 10120 Into Practice CORE 5 ECTS	ARCT 20100 Architectural Technologies II Building Frames & Skins CORE 5 ECTS	ARCT 30120 Imagining Architecture II CORE 5 ECTS
	ARCT 10090 History & Theory I Perspective in Architecture CORE 5 ECTS	ARCT 20040 History & Theory III Survey Course II CORE 5 ECTS	CVEN 30100 Theory and Design of Structures II CORE 5 ECTS
<b>SEMESTER II</b>	ARCT 10020 Architectural Design II  CORE 15 ECTS	ARCT 20050 Architectural Design IV  CORE 15 ECTS	ARCT 30040 Architectural Design VI  CORE 15 ECTS
	ARCT 10070 History & Theory II Survey Course I CORE 5 ECTS	ARCT 20130 Imagining Architecture CORE 5 ECTS	ARCT 30030 History & Theory IV Architecture, Urban & Land. CORE 5 ECTS
	ARCT 10040 Architectural Technologies I Intro to Building Envelope CORE 5 ECTS	CVEN 20040 Theory and Design of Structures II CORE 5 ECTS	ARCT 30100 Architectural Technologies V Integrated Building Process CORE 5 ECTS
	CVEN 10020 Theory and Design of Structures I CORE 5 ECTS	<b>ELECTIVE 5 ECTS</b>	<b>ELECTIVE 5 ECTS</b>
<b>ELECTIVES 5 ECTS</b>			
<b>ARCT 10080 - Visualisation and Photographic Technique</b> <b>ARCT 20080 - Visualisation and Representation</b>			

2013/2014

ICCM 2012 V.1  
 Programme: BHARCH001 BSc(Architectural Science)  
 Major: SSS1 Architectural Science  
 School: School of Architecture  
 SSS1\_S1 Architectural Science S1

Semester	Module Code	Module Title	Credits	Level
<b>Core</b>				
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 *****	Into Practice (NEW TITLE V3)	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)

Module	Credits
Core	60
Option	0
Elective	0
<b>Total</b>	<b>60</b>

SSS1\_S2 Architectural Science S2

Semester	Module Code	Module Title	Credits	Level
<b>Core</b>				
Semester 1				
SEM_1	ARCT 20010	Architectural Design III	15 Credits	level: 2 (Intermediate)
SEM_1	ARCT 20020	The Indoor Environment	5 Credits	level: 2 (Intermediate)
SEM_1	ARCT 20100	Architectural Technologies II: Building Frames and Skins	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 20050	Architectural Design IV	15 Credits	level: 2 (Intermediate)
SEM_2	ARCT 20110	Architectural Technologies III: Envelope Design and Performance	5 Credits	level: 2 (Intermediate)
SEM_2	CVEN 20040	Theory & Design of Struct II	5 Credits	level: 2 (Intermediate)
SEM_2		Elective		
<b>In-Programme Electives:</b>				
SEM_2	ARCT 20060	An Introduction to Urban Design	5 Credits	level: 2 (Intermediate)
SEM_2	ARCT 20080	Visualisation and Representation	5 Credits	level: 2 (Intermediate)
SEM_2	ARCT 10080	Visualisation and Photographic Technique	5 Credits	level: 1 (Introductory)

Module	Credits
Core	55
Option	0
Elective	5
<b>Total</b>	<b>60</b>

SSS1\_S3 Architectural Science S3

Semester	Module Code	Module Title	Credits	Level
<b>Core</b>				
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	ARCT 30030	His & Theory of Des Env IV - Architecture, Urban and Landscape	5 Credits	level: 3 (Degree)
SEM_1	CVEN 30100	Theory & Design of Struct III	5 Credits	level: 3 (Degree)
Semester 2				
SEM_2	ARCT 30040	Architectural Design VI	15 Credits	level: 3 (Degree)
SEM_2	ARCT 30050	Ecology of Architecture	5 Credits	level: 3 (Degree)
SEM_2	ARCT 30100	Architectural Technologies V: Integrated Building Process	5 Credits	level: 3 (Degree)
SEM_2		Elective		
<b>In-Programme Electives:</b>				
SEM_2	ARCT 20060	An Introduction to Urban Design	5 Credits	level: 2 (Intermediate)
SEM_2	ARCT 10080	Visualisation and Photographic Technique	5 Credits	level: 1 (Introductory)

Module	Credits
Core	55
Option	0
Elective	5
<b>Total</b>	<b>60</b>

Notes:  
 Module short titles where applicable are shown in bold font



*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 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 our MArch students undertake is through our student exchange programme. We see our school as locally rooted and globally connected (RIBA). More than 60% of our students from the MArch (and BArch) 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 the same amount of ECTS credits (30 ECTS per semester = 15 US Credits). On their return, at the beginning of the final year the student work from the Erasmus and International exchange will be exhibited. 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 (we are expecting 72 non-Irish students in 2014/15), which makes UCD Architecture a truly international school. See <<http://www.ucd.ie/eacollege/architecture/internationalstudents/erasmus/>>

The current list of our Erasmus and International Partner Schools:

UCD – Architecture - Erasmus/International Programme

No	Country, City	Host Institute
		<u>Erasmus (European) Partnerships</u>
01	Austria, Vienna	Technische Universität Wien
02	Denmark, Aarhus	Arkitektskolen I Aarhus
03	Denmark, Copenhagen	Det Kongelige Danske Kunstakademis Skoler for Arkitektur, Design og Konservering - Arkitektskolen
04	Finland, Oulu	Oulun Yliopisto, Oulu
05	France, Lille	Ecole Nationale Supérieure d'Architecture et de Paysage de Lille
06	France, Nantes	Ecole nationale supérieure d'architecture de Nantes
07	France, St.Etienne	École d'Architecture de Saint-Étienne
08	Germany, Aachen	Rheinisch-Westfaelische Technische Hochschule - RWTH
09	Germany, Darmstadt	Hochschule, Darmstadt

10	Germany, Munich	Technische Universität München - TUM
11	Germany, Stuttgart	Universität Stuttgart
12	Germany, Weimar	Bauhaus Universität
13	Liechtenstein, Vaduz	Fachhochschule Liechtenstein
14	Netherlands, Delft	Technische Universiteit Delft
15	Norway, Oslo	Arkitekt hogskolen I Oslo
16	Norway, Trondheim	Norges teknisk-naturvitenskapelige universitet - NTNU
17	Poland, Gdansk	Politechnika Gdanska
18	Spain, Barcelona	Escola Tècnica Superior d'Arquitectura de Barcelona - ETSAB
19	Spain, Madrid	Escuela Técnica Superior de Arquitectura de Madrid - ETSAM
20	Sweden, Lund	Lunds Tekniska Högskola
21	Sweden, Stockholm	Kungl Tekniska Hogskolen Stockholm
22	Switzerland, Fribourg	Ecole d'ingénieurs et d'architectes de Fribourg
		<b><u>Non-EU Partnerships</u></b>
23	Australia, Brisbane	University of Queensland
24	Australia, Perth	University of Western Australia (UWA)
25	Australia, Southport	Griffith University
26	Australia, Sydney	University of Sydney, Australia
27	Canada, Vancouver	University of British Columbia
28	Chile, Santiagi de Chile	Pontificia Universidad Católica de Chile
29	China, Beijing	Tsinghua University
30	China, Zhejiang	Zhejiang University
31	HONG-KONG	City University of Hong Kong
32	HONG-KONG	University of Hong Kong
33	New Zealand, Auckland	University of Auckland
34	Singapore	National University of Singapore

35	South Korea, Seoul	Korea University
36	USA, Berkley & LA, CA	University of California (UCLA & UC Berkley)
37	USA, Blacksburg, VA	Virginia Polytechnic Institute (Virginia Tech)
38	USA, Charlottesville, VA	University of Virginia
		<b>Fee paying – Study Abroad Partnerships (In-coming Students)</b>
39	Brazil	'Science without Borders' Students
40	USA, Boston, MA	Northeastern University – Freshman Programme
41	USA, Chicago, IL	Illinois Institute of Technology (IIT)
42	USA, Chicago (Elgin), IL	Judson University
43	USA, Ithaca, NY	Ithaca College
44	USA, New Orleans, LA	Tulane University
45	USA, Northampton, MA	Smith College

### 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 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 Professor of Design, who leads the Studio programme, is a member of the APB and a practicing Architect. 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 Support body for Architects in Ireland.

The initial Curriculum review 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 Architecture 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 Deputy Registrar for Teaching and Learning, so that there is a strong imperative to respond to their suggestions.

A strategy of periodic redistribution of staff to different areas and levels of the programme ensures the regular renewal of taught content and review of pedagogic objectives. Following a fundamental reordering of the programme in 2008/09, this policy has continued on a more modest level. For example, in 13/14 and 14/15, the MArch teaching team has been altered, and a new strategic overview has taken place, resulting in the redesign of the studio courses, rethinking of staffing and a clarification of the overall aims and methods of the two-year programme.

The School seeks actively to engage with opportunities to review and revise its taught programmes. In 2012, as part of the pilot phase a university initiative focusing on first year, the School participated in a review of its BSc programme led by UCD's Centre for Teaching and Learning. This involved extensive analysis of modules and stages, in relation to desired graduate attributes and led to considerable revision of existing modules and addition of new content. It is planned to engage in a similar process for the MArch programme.

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. Both visit the school on a five-year cycle. The school had visits from each in 2013 (in June and October) and in both instances received a recommendation of continuing accreditation for five years.

The school is also subject to cyclical internal review through the University's Quality Assessment/ Quality Improvement process. This process last happened immediately before the restructuring of the university in 2007 and so did not get to inform programme development directly. There has been no quality review since, although one is scheduled for 2016/17. Through experience as chair and panel member of two such reviews, the Head of School is familiar both with the extensiveness and usefulness of the process and its benefits in terms of long-term planning, but also notes that the accreditation processes already call for the kinds of critical overview and analysis required by the QA/QI.

## 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 I.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, 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), and Cultural (Architectural History and Theory, Ecology, Conservation). Modular descriptors from the BSc programme are attached in this APR. Many student performance criteria are introduced.

Admission to the MArch: Please refer to 1.2.1 (Students)

It is important to note that until now more than 90% of MArch candidates are from UCD. The school is doing extensive work to move towards a more diverse intake. In 2012/13, 40 students registered to MArch/BArch programme and 38 students were from UCD. In 2013/14, out of 66 students 64 students were UCD candidates. However, we could already witness the change of this tendency. For 2014/15 five external candidates had accepted places by May, with a further 8 candidates offered a place, and more late applicants being interviewed in June and July. In total, more than 30 applications for direct entry to MArch have been processed, with application numbers projected to increase significantly in the coming years. The Programme Office documents student applications, prior qualifications, portfolios and other relevant documents from accepted external candidates.

## 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/architecture/graduatetaughtprogrammes/mastersofarchitecture/>>

### 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/eacollege/architecture/graduatetaughtprogrammes/mastersofarchitecture/>>

### 2.4.3 Access to Career Development Information

General information for prospective students is given on the UCD website:

<https://myucd.ucd.ie/program.do?programID=70>

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 is held in June. 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, as mentioned in section 1.2.1, is available to offer career advice to students.

### 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 first visit in April 2013 is available to the public via the MArch webpage see<

<http://www.ucd.ie/eacollege/architecture/graduatetaughtprogrammes/mastersofarchitecture/>>

When complete the final decision letter from the NAAB and the most recent APR will also be made available through this webpage.

## 3.0 Supplemental Information

### 3.1 Course Descriptions

#### Core Modules MArch Programme Year 1 2013–2014

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

**Course Description:** Building on the BSc course, this module is structured to encourage and facilitate independent thinking, the autonomous learning of students and the further development of critical skills in architecture. Students will work individually and/or in small groups and/or across modules, and/or with students from other modules for up to 8 weeks. Students will be involved in research and design projects in a studio setting. The final 4 weeks of the semester students will work to develop aspects of their work in detail. Studio staff will set themes and projects to direct the thinking of the studio. The studio will consist of structured individual and group tutorials, lectures and seminars and student led discussions.

**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: critical thinking, research analysis and critical evaluation, 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.

**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. 6. Comprehensive Design (A2,A5,A8,A9 only), B. 12. Building Materials - part, and Assemblies; C.1. Collaboration, C. 2. Human Behaviour, 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, Orla Hegarty, Jack Hogan, Fiona Hughes, Mary Laheen, Orla Murphy, James Rossa O'Hare, Michael Pike.



## Core Module MArch Programme Year 1 2013–2014

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

**Course Description:** 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; Define relevant criteria to assess environmental impact of materials and structures. Recognize range of assessment models. 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, B.2. Accessibility, B.3. Sustainability, B.4. Site Design, B.5. Life Safety, B. 6. Comprehensive Design, 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.

### **Topical Outline:**

Lectures	24
Tutorial	6
Seminar	12
Practical	20
Autonomous Student Learning	50
Total	112

**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](http://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: Elizabeth Shotton. Contributors: Tiago Faria, Pierre Long.

## Core Module MArch Programme Year 1 2013–2014

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

**Course Description:** Building on ARCT 40040, this module is structured to further encourage and facilitate independent thinking, the autonomous learning of students and development of critical skills in architecture. Students will work individually and/or in small groups and/or across modules, and/or with students from other modules for up to 12 weeks. Typically, studio staff will set themes and projects to direct the thinking of the studio. This semester further emphasis will be given to group design and research work, and the engagement of the studio with a public audience. The studio will consist of structured individual and group tutorials, lectures and seminars and student led discussions.

**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: critical thinking, research analysis and critical evaluation, use of design as a means of investigation and research, evidence of the ability to pursue an architectural problem from strategy to a good level of detailed resolution and an understanding of the role of the architect in society.

**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.9. Historical Traditions and Global Culture - in part, A.10. Cultural Diversity; A.11. Applied Research; C. 1. Collaboration; C. 2. Human Behaviour; C. 8. Ethics and Professional Judgment; C.9. Community and Social Responsibility

### **Topical Outline:**

Small Group	40 hours
Tutorial	6 hours
Seminar	60 hours
Studio	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: Emmett Scanlon. Contributor: Alice Clancy, Tiago Faria, Orla Hegarty, Jack Hogan, Fiona Hughes, Mary Laheen, Orla Murphy, Sheila O'Donnell, James Rossa O'Hare, Michael Pike, John Tuomey.

**Core Module MArch Programme Year 1 2013–2014**

**ARCT40060 Design Technologies II: Special Topics (5 ECTS credits = 2.5 US credits)**

Course Description: The content of the Special Topics course will vary year by year to represent emerging issues in contemporary architectural technologies and the research interests of staff. Representative topics include Irish Timbers and Sustainability; Research in Concrete Design; Zero-Footprint Case Studies; Parametric Design; and Performance Analysis Methods. Provisional topics currently proposed for 2010-11 include Parametric Design, Irish Timber & Sustainability and Zero-Footprint Case Studies, descriptions for which will be available in the first semester. In general these options will be project and seminar based courses however the structure of assessment and workload will vary in each option and will be more fully described during the course of the first semester. As such the assessment and workload structure outlined in this descriptor is representative only and will vary between options.

**Course Goals & Objectives:** Each option has different intended learning outcomes, which will be summarized when options come available. In principle all options are intended to develop a student's ability to undertake a focused research project, which will involve establishing a coherent methodology, sourcing background material and formulating a coherent argument from this material.

**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.11. Applied Research, B.3. Sustainability, B. 6. Comprehensive Design (A5, B3 only varies by option); B.8. Environmental Systems, B. 10. Building Envelope Systems; B. 12. Building Materials and Assemblies; C. 1. Collaboration; C. 2. Human Behaviour; C.9. Community and Social Responsibility

**Topical Outline:**

Lectures	24 hours
Practical	24 hours
Autonomous Student Learning	62 hours
Total	110 hours

**Prerequisites:** None

Textbooks/Learning Resources: Rural Studio: Samuel Mockbee and an Architecture of Decency. Dean, A.O (2002). Princeton Architectural Press; *How Buildings Learn: What Happens After They're Built* – Stewart Brand 1995; The Houses and voices of Mason's Bend – YouTube; The Making of the Patternbook House - Youtube

Offered (semester and year): Year 1 Semester 2

Faculty assigned: Module Coordinator: Elizabeth Shotton. Contributor: Chris Boyle, Gerry Cahill, Peter Cody, Marcus Donaghy, Tiago Faria, Eileen Fitzgerald, Pierre Long, Stephen Mulhall, Sheila O'Donnell, Jennifer O'Leary, Oran O'Siochain, John Parker, Michael Pike, Emmett Scanlon, Peter Tansey, John Toumey, Simon Walker.

## Core Module MArch Programme Year 1 2013–2014

**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. This module can be taken instead of Research and Innovation in the Designed Environment 1 or as an elective in addition. 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. Students 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: Hugh Campbell. Contributors: Kevin Donovan, Merlo Kelly, Stephen Mulhall, Finola O'Kane-Crimmins, Stephen Tierney.

## Core Module MArch Programme Year 1 2013–2014

**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.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.

## **Core Module MArch Programme Year 2 2013–2014**

**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: Hugh Campbell. 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 2013–2014

**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. 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. Professional issues are described including, planning law, fees, management principles, and general framework for practice and outside the construction industry. 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.

**Course Goals & Objectives:** Course graduates should have a well-developed attitude toward lifelong learning. 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. Evaluate and analyse the relationship between the profession and the client, and other players in construction projects. 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 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:** 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 2013–2014

**ARCT40740 MArch Making is Thinking** (5 ECTS credits = 2.5 US credits)

### **Course Description:**

In Richard Sennett's book 'The Craftsman' he draws out the idea of 'making is thinking', stressing the importance of the connection between the hand and the head. This is a shift away from a logo centric view which sees thinking as incorporeal and which values conceptual practice over craft. That thinking and culture are in fact fundamentally embodied is made clear in Valery's statement 'the painter takes his body with him'. In the Making is Thinking module you will gradually define a thesis position through workshops and self-directed research and critical thinking. The objective is to allow you to develop your own work method. This will enable you to define and expand an individual position within the practice of architecture. Every two weeks each student will have created a piece of work and made a critical reflection incorporating it into their thesis preparation research.

**Coarse Goals & Objectives:** 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; 4. Ability to exhibit a range of work in a clear and captivating manner; 5. Ability to use verbal and written texts to clearly describe your developing ideas; 6. Ability to situate your research in an academic context.

**Student Performance Criteria addressed:** A.1. Communication Skills, A. 2. Design Thinking Skills - in part; A. 3. Visual Communication Skills A.5. Investigative Skills; A.7. Use of Precedents.

### **Topical Outline**

Lectures	12
Tutorial	12
Specified Learning Activities	36
Autonomous Student Learning	40
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: Michael Pike. Contributors: Alice Clancy, Jack Hogan, Fiona Hughes, James Rossa O'Hare.



## **Core Module MArch Programme Year 2 2013–2014**

**ARCT40590 Masters Design** (10 ECTS credits = 5 US credits)

### **Course Description:**

The Masters design option is carried out in the first semester of Year 2. The Masters design option allows students to pursue self-directed work as part of a wider group context, under the guidance of studio staff and tutors dedicated to each group. Students may work individually and/or in small groups and/or across modules, and/or with students from other modules for up to 8 weeks. Students will be involved in research and design projects in a studio setting. Students will be expected to develop clear individual positions within the overall studio. Typically, studio staff will set themes and projects to direct the thinking of the studio. The studio will consist of structured individual and group tutorials, lectures and seminars and student led discussions. The Masters Design option 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: critical thinking, research analysis and critical evaluation, use of design as a means of investigation and research, an understanding of the structural, tectonic and material aspects of architecture, evidence of the ability to pursue an architectural problem from strategy to a good level of detailed resolution, evidence of a clear understanding of the architect's role and value to society, an ability to communicate clearly and with commitment verbally and via the written word and via drawings and models and architectural media, an ability to initiate, develop and conclude project work in architectural design and/or research.

**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; B.1. Pre-Design, B. 6. Comprehensive Design (A2,A5,A8,A9 only), B. 12. Building Materials - part, and Assemblies; C.1. Collaboration, C. 2. Human Behaviour, C.8. Ethics and Professional Judgment, C.9. Community and Social Responsibility.

### **Topical Outline:**

Small Group	24 hours
Tutorial Seminar	40 hours
Autonomous Student Learning	136 hours
Total	200 hours

**Prerequisites:** None

**Textbooks/Learning Resources:** Argan, G. C. – The Renaissance City (London 1969); Bastlund, K – Architecture, city planning, urban design (London 1967); Leatherbarrow, David – Working materials (Dublin 2007) **Offered** (semester and year): Year 2, Semester 1

**Faculty assigned:** Module Coordinator: Emmett Scanlon. Contributors: Alice Clancy, Jack Hogan, Fiona Hughes, Mary Laheen, Orla Murphy, James Rossa O'Hare, Michael Pike.

## Core Module MArch Programme Year 2 2013–2014

**ARCT40600 Design Thesis Seminar** (30 ECTS credits = 15 US credits)

**Course Description:** The Masters 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:** Students are 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: critical thinking, research analysis and critical evaluation, fluency in design and understanding of space, structure, materials and environmental design. In addition ability to pursue an architectural project from strategy to design resolution, to represent and communicate ideas through design and to respond from first principles to new problems and unforeseen situations, along with understanding of an architect's role and the purpose of architecture in society.

**Student Performance Criteria Addressed:** A. 1. Communication Skills; A. 2. Design Thinking Skills; A. 3. Visual Communication Skills; A. 4. Technical Documentation - in part; 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 - in part, B. 12. Building Materials and Assemblies- in part, C. 1. Collaboration- in part; C. 2. Human Behavior, 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** (semester and year): Year 2, year-long module

**Faculty assigned:** Module Coordinator: Micheal 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.

## MArch Program Year 1 2012–2013 Core Modules

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

**Course Description:** Building on the BSc course, this module is structured to encourage and facilitate independent thinking, the autonomous learning of students and the further development of critical skills in architecture. Students will work individually and/or in small groups and/or across modules, and/or with students from other modules for up to 8 weeks. During these 8 weeks students will be involved in research and design projects in a studio setting. The final 4 weeks of the semester students will work to develop aspects of their work in detail. Studio staff will set themes and projects to direct the thinking of the studio. The studio will consist of structured individual and group tutorials, lectures and seminars and student led discussions.

**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: 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; B.1. Pre-Design, B. 6. Comprehensive Design (A2,A5,A8,A9 only), B. 12. Building Materials - part, and Assemblies; C.1. Collaboration, C. 2. Human Behaviour, 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 (London 1969); Bastlund, K – Architecture, city planning, urban design (London 1967); Leatherbarrow, David – Working materials (Dublin 2007)

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

**Faculty assigned:** Module Coordinator: Emmett Scanlon; Marcus Donaghy; Mary Laheen; Orla Murphy; Sheila O'Donnell

## MArch Program Year 1 2012–2013 Core Modules

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

**Course Description:** 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;- Define relevant criteria in assessing environmental impact of materials and structures- Recognize range of assessment models- 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, B.2. Accessibility, B.4. Site Design, B.5. Life Safety, B. 6. Comprehensive Design, 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.

#### **Topical Outline:**

Lectures	24
Tutorial	6
Seminar	12
Practical	20
Autonomous Student Learning	50
<b>Total</b>	<b>112</b>

#### **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" edited by Randall Thomas; Part L of the Building Regulations," Conservation of Fuel and Energy"; Constructing Architecture " Material Processes Structures" A Handbook. edited by Andrea Deplazes

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

**Faculty assigned:** Module Coordinator: Tiago Faria; Pierre Long

## **MArch Program Year 1 2012–2013 Core Modules**

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

**Course Description:** Building on ARCT 40040, this module is structured to further encourage and facilitate independent thinking, the autonomous learning of students and development of critical skills in architecture. Students will work individually and/or in small groups and/or across modules, and/or with students from other modules for up to 12 weeks. Typically, studio staff will set themes and projects to direct the thinking of the studio. This semester further emphasis will be given to group design and research work, and the engagement of the studio with a public audience. The studio will consist of structured individual and group tutorials, lectures and seminars and student led discussions.

**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: • Critical thinking; • Research analysis and critical evaluation; • The use of design as a means of investigation and research; • Evidence of the ability to pursue an architectural problem from strategy to a good level of detailed resolution; and • An understanding of the role of the architect in society. 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.9. Historical Traditions and Global Culture, A.10. Cultural Diversity; A.11. Applied Research; C. 1. Collaboration; C. 2. Human Behavior; C. 8. Ethics and Professional Judgment; C.9. Community and Social Responsibility

#### **Topical Outline:**

Small Group	40 hours
Tutorial	6 hours
Seminar	60 hours
Studio	210 hours
<b>Total</b>	<b>316 hours</b>

**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: Emmett Scanlon; Marcus Donaghy; Sheila O'Donnell

## MArch Program Year 1 2012–2013 Core Modules

### **ARCT40060 Design Technologies II: Special Topics** (5 ECTS credits = 2.5 US credits)

**Course Description:** The content of the Special Topics course will vary year by year to represent emerging issues in contemporary architectural technologies and the research interests of staff. Representative topics include Irish Timbers and Sustainability; Research in Concrete Design; Zero-Footprint Case Studies; Parametric Design; and Performance Analysis Methods. Provisional topics currently proposed for 2010-11 include Parametric Design, Irish Timber & Sustainability and Zero-Footprint Case Studies, descriptions for which will be available in the first semester. In general these options will be project and seminar based courses however the structure of assessment and workload will vary in each option and will be more fully described during the course of the first semester. As such the assessment and workload structure outlined in this descriptor is representative only and will vary between options.

**Course Goals & Objectives:** Each option has different intended learning outcomes, which will be summarized when options come available. In principle all options are intended to develop a student's ability to undertake a focused research project, which will involve establishing a coherent methodology, sourcing background material and formulating a coherent argument from this material.

**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.11. Applied Research, B.3. Sustainability, B. 6. Comprehensive Design (A5, B3 only varies by option); B.8. Environmental Systems, B. 10. Building Envelope Systems; B. 12. Building Materials and Assemblies; C. 1. Collaboration; C. 2. Human Behavior; C.9. Community and Social Responsibility

#### **Topical Outline:**

Lectures	20 hours
Practical	40 hours
Field Trip	8 hours
Autonomous Student Learning	40 hours
<b>Total</b>	<b>108 hours</b>

#### **Prerequisites: None**

**Textbooks/Learning Resources:** Rural Studio: Samuel Mockbee and an Architecture of Decency. Dean, A.O (2002). Princeton Architectural Press; How Buildings Learn: What Happens After They're Built – Stewart Brand 1995; The Houses and voices of Mason's Bend – **youtube**; The Making of the Patternbook House - Youtube

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

**Faculty assigned:** Module Coordinator: Tiago Faria; Pierre Long

## MArch Program Year 1 2012–2013 Core Modules

**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. This module can be taken instead of Research and Innovation in the Designed Environment 1 or as an elective in addition. 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
<b>Total</b>	<b>115 hours</b>

**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: Hugh Campbell; Miriam Fitzpatrick

## MArch Program Year 2 2012–2013 Core Modules

### **ARCT40590 Masters Design Option (10 ECTS credits = 5 US credits)**

#### **Course Description:**

The Masters design option is carried out in the first semester of Year 2. The Masters design option allows students to pursue self-directed work as part of a wider group context, under the guidance of studio staff and tutors dedicated to each group. Students may work individually and/or in small groups and/or across modules, and/or with students from other modules for up to 8 weeks. During these 8 weeks students will be involved in research and design projects in a studio setting. Students will be expected to develop clear individual positions within the overall studio. Typically, studio staff will set themes and projects to direct the thinking of the studio. The studio will consist of structured individual and group tutorials, lectures and seminars and student led discussions. The Masters Design option 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: Critical thinking; Research analysis and critical evaluation; The use of design as a means of investigation and research; An understanding of the structural, tectonic and material aspects of architecture. Evidence of the ability to pursue an architectural problem from strategy to a good level of detailed resolution; Evidence of a clear understanding of the architect's role and value to society; An ability to communicate clearly and with commitment verbally and via the written word and via drawings and models and architectural media. An ability to initiate, develop and conclude project work in architectural design and/or research 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; B.1. Pre-Design, B. 6. Comprehensive Design (A2,A5,A8,A9 only), B. 12. Building Materials - part, and Assemblies; C.1. Collaboration, C. 2. Human Behaviour, C.8. Ethics and Professional Judgment, C.9. Community and Social Responsibility.

#### **Topical Outline:**

Small Group	24 hours
Tutorial Seminar	40 hours
Autonomous Student Learning	136 hours

**Total** **200 hours Prerequisites: None**

**Textbooks/Learning Resources:** Argan, G. C. – The Renaissance City; Bastlund, K – Architecture, city planning, urban design; Leatherbarrow, David – Working materials

**Offered:** Year 2, Semester 1 **Faculty assigned:** Module Coordinator: Emmett Scanlon; Marcus Donaghy; Mary Laheen; Orla Murphy; Sheila O'Donnell



## **MArch Program Year 2 2012–2013 Core Modules**

**ARCT40740 Making Is Thinking (Thesis Preparation)** (5 ECTS credits = 2.5 US credits)

### **Course Description:**

As a preparation for thesis final design project, which is carried out in the second semester, students participate in a series of thesis proposal workshops to develop a focussed approach to a thesis project proposal. Student directed research proposals are coordinated in a number of tutorial topics under the guidance of studio staff and tutors. Making Is Thinking workshops comprise practical projects in the building lab and theoretical exercises for discussion. The goal of the module is to produce a thesis proposal.

### **Course Goals & Objectives:**

On completion of this module it is expected that students will have demonstrated evidence of a focussed approach to self directed study in preparation of a thesis proposal.

**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.

### **Topical Outline (include percentage of time in course spent in each subject area)**

Lectures	12
Tutorial	12
Specified Learning Activities	36
Autonomous Student Learning	40
<b>Total</b>	<b>100</b>

**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 Tuomey

**MArch Program Year 2 2012–2013 Core Modules**

**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. 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. Professional issues are described including, planning law, fees, management principles, and general framework for practice and outside the construction industry. 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.

**Course Goals & Objectives:** Course graduates should have a well-developed attitude toward lifelong learning. 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. Evaluate and analyse the relationship between the profession and the client, and other players in construction projects. 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 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:** 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
<b>Total</b>	<b>108 hours Prerequisites: None</b>

**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 2, Semester 1

**Faculty assigned:** Module coordinator: Dorothy Jones

## **MArch Program Year 2 2012–2013 Core Modules**

**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
<b>Total</b>	<b>180 hours</b>

### **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: Hugh Campbell; Vivienne Brophy; Paul Kenny; John Olley; Daniel P. Sudhershnan; Elizabeth Shotton;

## MArch Program Year 2 2012–2013 Core Modules

### **ARCT40600 Design Thesis Seminar** (30 ECTS credits = 15 US credits)

**Course Description:** The architectural design masters thesis is carried out in the second semester of Year 2. The masters 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 Critical thinking. Research analysis and critical evaluation. Fluency in design and understanding of space, structure, materials and environmental design. Ability to pursue an architectural project from strategy to design resolution. Ability to represent and communicate ideas through design. Ability to respond from first principles to new problems and unforeseen situations. Understanding of an architect's role and the purpose of architecture in society.

**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.9. Historical Traditions and Global Culture, A.10. Cultural Diversity; A.11. Applied Research; B. 1. Pre-Design; B.3. Sustainability- in part, B. 12. Building Materials and Assemblies - in part, C. 1. Collaboration - in part; C. 2. Human Behavior, 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 (semester and year):** Year 2, year-long module **Faculty assigned:** Module Coordinator: John Tuomey; Emmett Scanlon; Marcus Donaghy; Mary Laheen; Sheila O'Donnell; William Dimond; Peter Tansey; Tiago Faria; Micahel Pike; Peter Cody; Orla Murphy

## MArch Program Year 2012–2013 Core/Required Option

**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. 9. Historical Traditions and Global Culture; A.10. Cultural Diversity; A.11. Applied Research; C. 8. Ethics and Professional Judgment ; C.9. Community and Social Responsibility

### **Topical Outline:**

Lectures	10 hours
Seminar	15 hours
Autonomous Student Learning	90 hours
<b>Total Workload</b>	<b>115 hours</b>

**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; Hugh Campbell; Miriam Fitzpatrick; Finola O'Kane

**MArch Program Year 2012–2013 Options**

**ARCT40030 Realising Built Projects (5 ECTS credits = 2.5 US credits)**

**Course Description:** The intention of the Realising Built Projects module is to make students aware of the issues concerned with realising building projects, and to arouse their curiosity, in relation to these themes, while allowing this knowledge to inform and enhance their studio work. The aim is to understand the process required to create a building project from a drawing or an idea; the steps from sketch to construction; and to the life and maintenance of the structure thereafter; including the users' experience. There is less focus on the 'talk and chalk' aspect of teaching, whereby student passively absorb the information, and more focus on encouraging students to actively think about, and question, their role in the project, and their responsibilities as architects or engineers. An orientation is given at the beginning of the semester to introduce students to the module structure. Themes will be explored in an interactive manner within the framework of selected studio projects, whereby different aspects will be reviewed. Headings include: client, brief, planning and regulatory framework, tendering, construction, and post-completion issues. The module will also serve as a vehicle to introduce 'soft skills' such as: interpersonal skills and teamwork. It will also serve as an introduction to the construction industry, and the economic and regulatory framework within which this operates.

**Course Goals & Objectives:** On completion of this module, students should be able to: Demonstrate that they understand how a drawing or idea is transformed into a building. Evaluate and analyse the issues concerning a project brief. Demonstrate an ability to think independently and deal with uncertainty. Describe their attitude towards society, the profession, the client and others involved in a construction project. Demonstrate an understanding of their own role and duty as a professional and explain how to manage the relationships with the client, associated professions and trades. Define the characteristics necessary for a well run and organised office.

**Student Performance Criteria Addressed:** B. 1. Pre-Design; C. 3 Client Role in Architecture; C. 4 Project Management; C. 5. Practice Management; C. 6. Leadership; C. 8. Ethics and Professional Judgment; C.9. Community and Social Responsibility

**Topical Outline:**

Lectures	12 hours
Tutorial	12 hours
Specified Learning Activities	34 hours
Autonomous Student Learning	42 hours
<b>Total</b>	<b>100 hours Prerequisites: None</b>

**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'

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

**Faculty assigned:** Module coordinator: Dorothy Jones

## 3.2 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:** Robert Bourke

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

Full Academic Year 2013-14: Third Year Studio Tutor ARCT30010 Architectural Design V, ARCT30040 Architectural Design VI

**Educational Credentials:**

2007: Certificate in Professional Practice and Management, Bartlett School of Architecture (Part 3)  
2003: Diploma in Architecture, University of East London (Part 2)  
2000: Degree in Architecture, Dublin Institute of Technology (Part 1)  
1998: Degree in Civil, Structural and Environmental Engineering, University of Dublin, Trinity College

**Teaching Experience:**

2013-14: Third Year Studio Tutor  
2014: Workshops: A Space for Learning, Irish Architecture Foundation  
2012: Workshops: Place Shapers, Irish Architecture Foundation  
2010: Workshops: Tyrrelstown Park Playground, Fingal County Council

**Professional Experience:**

2008-Present: Director of Robert Bourke Architects  
2008: Sean Harrington Architects, Dublin (Site Architect)  
2003-2007: Gumuchdjian Architects, London (Project Architect)  
2000: Sauerbruch Hutton Architects, Berlin  
1999: CS Venhoeven Architects, Amsterdam  
1998: Buro Happold Consulting Engineers, Bath

**Licenses/Registration:**

RIAI Registered Member. Registration No. 08217

**Selected Publications and Recent Research:**

'A Space for Learning: A Model for Design', Irish Architecture Foundation, 2010  
I am currently conducting research into methods of engagement in the design process relating to urban design, and design for education and play.

**Professional Memberships:**

RIAI Registered Member. Registration No. 08217



**Name:** Chris Boyle

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

1<sup>st</sup> 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:** Geoff Brouder

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

Architectural Design ARCT10010, ARCT 10020

**Educational Credentials:**

B.Arch 2005 DIT

Certificate in Professional Practice 2009 RIAI

**Teaching Experience:**

2010-11/ 2011-12/ 2012-13/ 2013-14 – UCD First Year

2006-10 – DIT External Critic

**Professional Experience:**

Senior Architect/Architect at O'Donnell+Tuomey Architects (8 years)

**Licenses/Registration:**

Registered Architect – registered with the RIAI

**Selected Publications and Recent Research:**

**Professional Memberships:**

MRIAI

**Name:** Gerry Cahill

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

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–

**Professional Experience:**

Architect, DeBlacam and Meagher, Dublin 1988–1992

**Licenses/Registration:**

Professional Diploma (Part 3), 1991

**Selected Publications and Recent Research:**

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

Hugh Campbell, 'How the mind meets architecture: what photography reveals' , in Adam Sharr (eds). Reading Architecture and Culture. London, Routledge, 2012

'The Qualia of Architectural Experience: On Sullivan, Szarowski, Autobiographies and Ideas' in Allison Dutoit, Juliet Odgers, Adam Sharr eds, Quality out of control. London: Routledge, 2010

Hugh Campbell, 'Temporary Discomfort: Jules Spinatsch's Documentation of Global Summits' in Christoph Lindner (eds). Globalisation and Violence. London and New York, Routledge, 2009

Hugh Campbell, Nathalie Weadick, Samantha Martin MacAuliffe, Brian Ward; (2008) THE LIVES OF SPACES - Ireland's Participation at the 11th International Architecture Exhibition, Venice 2008 Dublin, UCD Architecture/ IAF.

**Professional Memberships:**

AHRA, Society of Architectural Historians, ACSA

**Name:** Alice Clancy

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

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](http://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:** Sarah Cremin, B.Arch. M.Arch.Sc.

**Courses Taught:**

Studio tutor – ARCT10010, ARCT10020 Architectural Design, first year.  
Studio tutor and occasional lecturer –  
Architectural Technology, first year

**Educational Credentials:**

**1996 M.Arch.Sc.** UCD School of Architecture, University College Dublin, Dublin 4.  
**1994 B.Arch.** (1<sup>st</sup> class Hons) UCD School of Architecture  
**1994** Thesis project selected for international exhibition in Russia.  
**1993** Winner of scholarship for first place in fourth year.  
**1989** Winner of scholarship for first place in first year.  
**1993** Winner of entrance scholarship to University College Dublin.

**Teaching Experience:**

**2007 – present** Studio tutor - Architectural Design first year.  
**2010 – present** Studio tutor - Architectural Technology, first year.  
**2010 – present** Occasional lecturing – Arch Technology, first year.  
**2008 – 2011** Studio tutor - Architectural Design, fifth year.  
**2009 – 2010** History Dissertation tutor – fifth year.

**Professional Experience:**

**2006 – present** CAST architecture, Dublin - director.  
**2000 – 2007** Herzog & de Meuron  
Basel, Switzerland and New York, USA.  
**1998 – 2000** Gabellini Associates, New York, USA.  
**1995 – 1998** Bone Levine Architects, New York, USA.

**Licenses/Registration:**

**2000 Licensed Architect** New York, USA.

**Selected Publications:**

**2008 – present** A10 magazine for new European Architecture  
Articles reviewing contemporary Irish projects.  
**May, 2012** Worldwide Architecture Awards *and* book  
Review of house by Clancy Moore Architects  
**October, 2010** Architecture Ireland Yearbook  
Review of house by Boyd Cody Architects.

**Professional Memberships:**

**European Union Prize for Contemporary Architecture - Mies van der Rohe Award 2013**

Invited 'expert'.

**Worldwide Architecture Awards, 2010 and 2012** Responsible for selection of young Irish practice for exhibition and publication.

**Name:** William Dimond

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

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:** New Irish Architecture 28 (pending)

Currently co-editing with Marcus Donaghy a Special Issue of Irish Review dedicated to Irish Architecture – working title Material Knowledge. Research with Marcus Donaghy on architecture through practice, inc competitions and lectures/seminars on learning environments  
Contributor of various reviews in Architecture Ireland (RIAI Journal) and in Building Material (AAI).

***Publications (selected):***

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, Flitch. 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 (Two academic years prior to current visit):**

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 1<sup>st</sup> year Technology and 5<sup>th</sup> 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'Donnel 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 (pending)

Currently co-editing with Will Dimond a Special Issue of Irish Review dedicated to Irish Architecture – working title Material Knowledge. In parallel undertaking Masters research under related to Material Knowledge, exploring modes of making, drawing and teaching in the transmission and evolution of architectural practice – the autochthonous and the introduced. Research with Will Dimond on architecture through practice, inc competitions and lectures/seminars on learning environments Co-editor with Deirdre McKenna of UCD Yearbook 2011 – Strategies for an Urban Society, Contributor of various reviews in Architecture Ireland (RIAI Journal) and in Building Material (AAI).

**Publications (selected):**

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, Flitch

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, 3<sup>rd</sup> 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, 4<sup>th</sup>, 3<sup>rd</sup> and 2<sup>nd</sup> 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:** Eileen Fitzgerald B.Arch MRIAI

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

ARCT30010, ARCT30040, ARCT20010, ARCT20050  
ARCT40570 BArch Thesis Students  
ARCT40600 Design Thesis Seminar

**Educational Credentials:**

1985 Bachelor of Architecture Degree, First Class Honours, School of Architecture, UCD  
1988-1990 Post-Graduate Research Scholarship at Kyoto Kogei Senei Daigaku /Kyoto Institute of Technology, Kyoto, Japan.  
1995 Professional Practice Exam at UCD, leading to Membership of RIAI

**Teaching Experience:**

(since 1998), Design Studio Tutor, School of Architecture UCD, Second to Fifth years.  
(since 2009) Director -Architects Register Admission Exam (ARAE),  
*- Part of the small team responsible for devising all elements of this innovative exam methodology, bringing the Exam through early accreditation processes to full prescription.*  
*- Responsible for the organisation and arrangement of the examination, in particular the Technology and Design Project elements.*  
*-Responsible for co-ordinating assessment of candidates for 7 years of practical experience,*  
(since 2011) Technology Studio Tutor, School of Architecture, UCD. Second and Third Years.  
**Also:** 2014 Visiting Critic to School of Architecture University of Limerick, (SAUL)  
2011-2012 External Examiner, Dublin Institute of Technology (DIT), Department of Technology.  
2010-2011 Visiting Critic to School of Architecture, Centro de Estudios Superiores Universitarios de Galicia, (CESUGA), La Coruna, Spain.

**Professional Experience:** 1998-2008 Principal, Eileen Fitzgerald Architects, Dublin.  
1995-1995 Research Architect, Energy Research Group, University College Dublin  
1990-1993 Architect, Renzo Piano Building Workshop (RPBW),Genova, Italy. Participated in these Projects:Kansai Airport, Osaka, Japan; Basilica for Padre Pio, San Giovanni Rotondo, Italy; Sport Stadium, Ravenna, Italy; Genova Expo, Acquarium Building. Genova, Italy.  
1985-1988 Architect, Scott Tallon Walker Architects, London, UK.

**Licenses/Registration:** MRIAI, Registration Number 96026

**Selected Publications and Recent Research:**

2000 '**Green Vitruvius- A Manual for Sustainable Architectural Design**', Proceedings of PLEA 2000- Architecture, City and Environment, Fitzgerald E., Lewis J.O.  
1999 **A Green Vitruvius, Principles and Practice of Sustainable Design**, James and James London, O'Cofaigh E., Fitzgerald E., McNicholl A., Lewis J.O., Peltonen V., Marucco A., ISBN 1-87393694  
1998 **European Solar Architecture**, European Commission, Fitzgerald E, and Lewis J.O., (Eds), ISBN 1-898473-390

**Professional Memberships:**

Since 1995, Member of the Royal Institute of the Architects of Ireland

**Name:** Miriam Fitzpatrick

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

ARCT 20060 Introduction to Urban Design  
ARCT 40180 Theory of Urban Design\* Module coordinator 2013–2014  
ARCT40610 MArch Dissertation  
ARCT40080 Research and Innovation in the Designed Environment II  
ARCT40020 Research and Innovation in the Designed Environment I : Sub-theme; Biography  
LARC 40340 Landscape Architecture, Fourth Year, Thesis Preparation  
ARCT 40460 Fifth Year Dissertation, ARCT 40720 Masters in Urban Design, Thesis Supervision

**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.

LEED (Leadership in Energy and Environmental Design) Accredited Professional 2004

**Teaching Experience:** Queens University Belfast, Visiting Critic 2012, Cork Centre for Architectural Education Visiting Critic 2011, 2012, Waterford Institute of Technology, Part-time lecturer 2006 to date, University of Limerick, External Examiner, Masters by Research in Architecture, 2010, Dublin Institute of Technology, Part-time tutor 2005-2007, DIT Teaching Award 2006, Bath University, School of Architecture, Part-time

**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 to date

**Selected Publications and Recent Research:** Chapter in Proceedings of the Royal Irish Academy (2011)

Pike, M. & Scanlon, E, et al *Habitus: Social Anthropology of the Contemporary Dublin House Extension*, Vol. 111C. Chapter in Ewing, S, et al (Eds) (2010) *Architecture and Field/Work (Critiques)*, Routledge, UK entitled 'Fieldwork in Public Space Assessment, William Holly Whyte and the Street Life Project.

Urban Panel, English Heritage and Cabe, article on the panel:

<http://www.cabe.org.uk/articles/sustainability-and-human-needs>

**Professional Memberships:**

Member of Urban Design Group, London, 2003 to date

Committee Member of DoCoMoMo Ireland, 2010 to date.

Member of All Ireland Architecture Research Group, AIARG, 2011 to date.

Member of Architects and Humanities Research Association, AHRA, 2009 to date

Member of English Heritage's Urban Panel, a strategic advisory panel on major Urban Redevelopments, 2000 to 2010.

**Name:** Karen Foley

**Courses Taught (Two academic years prior to current visit):** LARC 10080 Landscape History PEP 30050 Rural and Landscape Planning LARC 20160 Studio 2B (Planting and Green Infrastructure) LARC 30150 Studio 3A (Construction) LARC 30120 Studio 3B (Urban Design)

**Educational Credentials:** B.Agr.Sc (Landscape Horticulture) University College Dublin M.A. (Landscape Architecture) University of Sheffield UK PhD; University College Dublin

**Teaching Experience:** College Lecturer University College Dublin 1994 to present.

External Examiner at Leeds Metropolitan University (Graduate Diploma in Landscape Architecture) 1997-2000. Head of Subject: (Landscape Architecture) 2008 to present. Visiting Faculty Member PhD Programme on Landscape Architecture and Urban Ecology University of Porto Portugal

**Professional Experience:** 1982-1987 Landscape Architect working in private sector and for local authorities in Belfast, Dublin and West Sussex UK. 1987-1993 Senior Landscape Architect RPS Clouston (formerly Brian Clouston and Partners) working in their Winchester, Huddersfield and Southampton office. Working on landscape planning, design and management projects in a large multidisciplinary environmental design company. Work included master-planning, detailed design, environmental improvement work, preparation of environmental impact assessments and preparation of landscape management plans.

**Licenses/Registration:**

**Selected Publications and Recent Research:**

Foley, K. and Scott, M. (2013) "Accommodating New Housing Development in Rural Areas? Representations of Landscape, Land and Rurality in Ireland", in Landscape Research (in press). Scott, M., Bullock, C. and Foley, K. (2013) "'Design matters': understanding professional, community and consumer preferences for the design of rural housing in the Irish landscape" in Town Planning (in press)

Current research: Urban Resilience. Review

Working on an EU funded research project bringing together urban communities and businesses together with local authorities and researchers to collaborate on practical new solutions for more sustainable and resilient European cities.

Working on an Environmental Protection Agency (EPA) funded project Integrating ecosystem approaches, green infrastructure and spatial planning leading a work package auditing existing national practice.

**Professional Memberships:** Chartered member of the landscape Institute (UK) 1984 to 2008. Member of Irish Landscape Institute, 1994 to present date. Vice President: Education of EFLA (European Foundation for Landscape Architecture) 2004-2007

**Name:** Orla Hegarty

**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).

**Professional Experience:**

1990-2007 architectural practice in Ireland, UK and France. Director ARAE (Architects Register Admission Examination) (2009-date).

**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:** Michael Heurich

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

**Year 2011/12:** LARC10070 Landscape Studio 1A

LARC 20150 Landscape Studio 2A

LARC 30170 Site Specific Design II (elective)

LARC10090 Landscape Studio 1B

LARC 30140 Site Specific Design (elective)

**Year 2012/13:** LARC10070 Landscape Studio 1A

LARC 20150 Landscape Studio 2A

LARC 40300 Landscape Design Competition (elective)

LARC10090 Landscape Studio 1B

LARC 40370 Landscape Design Competition II (elective)

LARC 30140 Site Specific Design (elective)

**Educational Credentials:** Diplom Ingenieur Landschaftsplanung, TU Berlin 1991

**Teaching Experience:**

Since 2006 College Lecturer UCD

2005 Tutor at the Institute of Landscape Architecture, Technical University Berlin

1999 - 2004 Scientific Assistant at the chair of Prof. Hans Loidl, Institute of Landscape Architecture and Environmental Planning, Technical University Berlin

1996 –1999 Tutor at the Institute of Landscape Architecture, Technical University Berlin

1990 –1993 Student assistant at the Institute of Landscape Planning and Architecture, TU-Berlin

**Professional Experience:**

2009 Director of WLH Urbanism and Landscape Architecture

2005 – 2010 Senior partner of TH-Berlin, Landscape Architecture

2004 – 2006 Project partnership with Adelheid Schönborn, Landscape Architect Munich

1993 – 1999 Freelance Landscape Architect in the offices Alkewitz Landscape Architecture and with Cassens + Siewert Landscape Planning, Berlin

1990 – 1993 Student work in the office of Ines Alkewitz Landscape Architecture, Berlin

**Licenses/Registration:**

Architektenkammer Berlin, since 1999, Reg.Nr. 09667

**Selected Publications and Recent Research:**

Spaces of Remembrance – Intercultural Places 2008

European Forum of Exchange – Intercultural Places 2009

European Forum of History and Arts, Krzywowa 2010

European Forum of History and Arts, Liège 2011

**Professional Memberships:**

Architekten-und Ingenieursverein zu Berlin (AIV)

Deutsche Gesellschaft für Gartenkunst und Landschaftskultur (DGGL)



**Name:** Jack Hogan

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

ARCT40040 Architectural Design VII  
ARCT40050 Architecture Design VIII,  
ARCT40740 MArch Making is Thinking,  
ARCT40590 Masters Design,  
ARCT40450 Disseminating Architecture.  
ARCT20130 *Imagining Architecture* Module on representation (years 2 and 3). *Printed Matter* portfolio design and book-making workshop (years 3, 4 and 5). ARCT10120 *Into Practice* lecturer (year 1).  
Summer School (final year high school students)

**Educational Credentials:**

First Class Honours (1.1) Bachelor of Architecture (2009)  
Bachelor of Science (2006)

**Teaching Experience:**

2013 Assessor (with Shane de Blacam) for the Maurice Craig Architectural Association of Ireland Award for final year Master of Architecture thesis projects  
2012 Invited critic for final reviews at Columbia University Graduate School of Architecture, Planning and Preservation and Rhode Island School of Design

**Professional Experience:**

2009 - 2012 Kazuyo Sejima + Ryue Nishizawa / SANAA, Tokyo  
2008 O'Donnell + Tuomey Architects, Dublin  
2006 - 2007 OMA / REX, New York  
2006 Simon Walker Architects, Dublin  
2005 Energy Research Group, UCD

**Licenses/Registration:**

**Selected Publications and Recent Research:**

- AR magazine, Tehran, winter 2013
- Irish Independent, Dublin, 25 September, 2011 <http://goo.gl/YiEOk>
- Too Much magazine, Tokyo, autumn 2010
- Building Material journal, Dublin, autumn 2009
- Mark magazine, Amsterdam, April/May, 2007
- Building Material journal, Dublin, summer 2006

**Professional Memberships:**

Visual Artists Ireland member  
Architectural Association of Ireland member  
DoCoMoMo Ireland committee member

**Name :** Fiona Hughes

**Courses Taught (Autumn 2012 – Spring 2014) :**

ARCT 20010 Architectural Design III, ARCT 20050 Architectural Design IV  
ARCT 40040 Architectural Design VII  
ARCT 40050 Architectural Design VIII  
ARCT40740 MArch Making is Thinking  
ARCT40590 Masters Design  
ARCT 40350 Architectural Design IX

**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 – 2014  
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  
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 :**

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  
5<sup>th</sup> year Dissertation Supervisor, University College Dublin, 2013 - present  
3<sup>rd</sup> 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, MRIAI (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](http://www.ucd.ie)  
2007-2009: Italian teacher – Griffith College Dublin: [www.gcd.ie](http://www.gcd.ie)  
2005-2007: Design studio tutor - Senior College Dunlaoghaire: [www.scd.ie](http://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](http://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 and 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:** 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:** Pierre Long

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

ARCT 40010 Design Technologies I: Integrated Design Strategies

ARCT 40060 Design Technologies II: Special Topics

**Educational Credentials:**

B.Arch (Hons)

**Teaching Experience:**

Present Architectural Technology Studio tutor with School of Architecture, UCD. (2003- ongoing)

**Professional Experience:**

Eamon Hedderman Architects, Blackrock, Co. Dublin. (1992-1996)

de Blacam and Meagher Architects (1996-2005)

Set up Lawrence and Long Architects with Joe Lawrence in March 2005.

Senior Architect with de Blacam and Meagher Architects (1996- 2005)

**Licenses/Registration:**

MRIAI, RIBA

**Selected Publications and Recent Research:**

**Professional Memberships:**

MRIAI, RIBA



**Name:** John Barry Lowe

**Courses Taught:**

ARCT 10010    Foundation Design Studio  
ARCT 30010    Third Year Design Studio  
ARCT 30040    Third Year Technology Studio

**Educational Credentials:**

1997    NUI Bsc. M.Arch 1<sup>st</sup> Hons  
2000    NUI Professional Practice Examination  
2007    Domestic BER Assessor  
2013    RIAI Health & Safety Project Supervisor Design Stage

**Teaching Experience:**

2006-2010    Cesuga School of Architecture La Coruña – Visiting Tutor  
2004-2014    UCD School of Architecture – Studio Tutor

**Professional Experience:**

1997-2002    Grafton Architects Dublin – Architect  
2002-2003    Ian Ritchie Architects London – Architect  
2003-2004    Atelier Barani Nice- Architect  
2004-2014    EDEN architects – Principal / Architect

**Licenses/Registration:**

RIAI    02089  
SEAI    102266

**Selected Publications and Recent Research:**

2010 RIAI 3 TWENTY 10 – Ventilation – Room to Breathe

**Professional Memberships:**

RIAI  
Easca

**Name:** Dervla MacManus

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

ARCT40610 MArch Dissertation

ARCT40080 Research and Innovation in the Designed Environment II: Seminar; In-The-Flesh, The Experience of Architecture

**Educational Credentials:**

BSc Arch (Hons), University College Dublin

BArch (Hons), University College Dublin

Certificate in Architectural Professional Practice, UCD

MA (Dist), Architectural History, The Bartlett School of Architecture, UCL.

PhD Candidate, University College Dublin

**Teaching Experience:**

2013 Visiting Critic; Interior Architecture, University of Westminster, London.

2013 Visiting Critic; Architecture Spaces and Objects, Central Saint Martin's College of Arts and Design London.

2013 Masters dissertation supervision, University College Dublin

2014 Working Drawings - interior design undergraduate course, Regents University, London.

**Professional Experience:**

2012–2013 Project Architect Pringle Richards Sharratt Architects, 1 Brixton Road, London.

2005–2009 Project Architect MVK Architects, Ringsend, Dublin 4, Ireland.

**Licenses/Registration:**

Member of the Royal Institute of Irish Architects since 2009

**Selected Publications and Recent Research:** Selected conference papers:

March 2014 RA Sensing Spaces Royal Academy London, paper: 'Portraits of Experience – The Cathedral Photographs of Frederick Henry Evans'

April 2014 SAH Austin, Texas, peer-reviewed paper: 'Brain and Flesh – the Experience of Architecture Exposed'

June 2014 EAHN Turin Italy, co-authored peer-reviewed paper with Prof. Hugh Campbell: 'Illustrated Picturesquely and Architecturally in Photography' – William Stillman and the Acropolis in word and image'

**Professional Memberships:**

MRIAI, EAHN

**Name:** Conor Maguire

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

ARCT 20050: Architectural Design III (Level 2, Semester 2)

ARCT 40040: Architectural Design VII (Level 4, Semester 1) (Filling in for James Rossa O'Hare)

**Educational Credentials:**

B.SC Arch UCD 2009 (Hons)

B.Arch UCD 2012 (Hons)

Dip Professional Practice 2014 (Hons)

**Teaching Experience:**

Oct 2013                      4<sup>th</sup> Year Intermedia Skills Workshops: Tutor

Jan 2014 – May 2014      2<sup>nd</sup> Year - Architectural Design ARCT 20050: Studio Tutor

June/July 2011 – Pres      UCD Summer School

**Professional Experience:**

Oct 2012 – Present        *GKMP Architects*

July 2012                    *Grafton Architects*

Oct 2009 – June 2010    *O'Donnell + Tuomey Architects*

Jun 2008 – Sept 2012    *Dun Laoghaire Rathdown County Council Architects Department*

**Licenses/Registration:**

Part 3 Architect - Awaiting RIAI Membership having completed Diploma in Professional Practice

**Selected Publications and Recent Research:**

Sport and Suburbia – Collaboration with Dun Laoghaire Rathdown County Council

Describing Architecture 2013 – Callan Workhouse

Occupations. Settlement Exhibition – Antony Haughey.

Danish Architecture Foundation - "Show us how to live dense"

**Professional Memberships:**

Part 3 Architect - Awaiting RIAI Membership having completed Diploma in Professional Practice

**Name:** Samantha Martin-McAuliffe

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

ARCT40610 MArch Dissertation

ARCT40020 Research & Innovation in the Designed Environment I \*Module coordinator.

ARCT40080 Research and Innovation in the Designed Environment II

ARCT10070 Survey Course 1

ARCT40580 BArch Dissertation

ARCT10090 Perspectives on 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 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

**Licenses/Registration:**

**Selected Publications and Recent Research:**

**Book Chapters:** 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 (2014) 'Defining Landscape: The Prehistoric Burial Tumulus at Lofkënd, Albania' In: *Tumulus as Sema: Space, Politics, Culture and Religion in the First Millennium BC*. Berlin: De Gruyter.

**Peer Reviewed Journals:** 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*'. .

**Professional Memberships:**

Humanities Institute Ireland, European Architectural History Network, Association for Food Culture and Society, British School at Athens, Architectural Humanities Research Association

**Name:** Matthew McCullagh

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

2012-2013: Architecture Design I (ARCT10010 & ARCT10020)

2013-2014: Architecture Design I (ARCT10010 & ARCT10020)

**Educational Credentials:**

B Sc. Arch Sc., UCD, 1999-2002.

B. Arch., UCD, 2003-2005

Certificate Architectural Professional Practice (PDARCH001), RIAI / UCD, 2009

**Teaching Experience:**

UCD Architecture Design I, UCD, 2010-2014.

**Professional Experience:**

Grafton Architects, Dublin, 2005-Present.

**Licenses/Registration:**

N/A

**Selected Publications and Recent Research:**

N/A

**Professional Memberships:**

N/A

**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 MRIAI 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:** MRIAI, Conservation Architect, Grade 3

**Selected Publications and Recent Research:**

‘Spatial, Facts, Fissures and Fabrics’, Conference Paper, AIARG 2013, Limerick January 2013.

‘Toursapes’, 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 (MRIAI) 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 2008-2011 UCD

Representative on Dublin City Council Universities Initiative since 2008

**Name:** Stephen Mulhall

**Courses Taught:**

ARCT40610 MArch Dissertation

ARCT40450 Disseminating Architecture

ARCT40020 Research and Innovation in the Designed Environment I : Architecture & Time

ARCT40080 Research and Innovation in the Designed Environment II

ARCT40020 Mapping & Morphology: Dublin's Poddle; Research and Innovation in the Designed Environment module (co-taught)

**Educational Credentials:**

2005 - 2006 Masters in Architecture, Mackintosh School of Architecture, Glasgow School of Art

2003 - 2005 Diploma in Architecture, Mackintosh School of Architecture, Glasgow School of Art

1998 - 2001 BSc. (Arch Sc) Hons, School of Architecture, University College Dublin

**Teaching Experience:** 2007 - present As above

2013 - present National Architects in Schools Initiative, IAF at Mercy College, Coolock (with Anima Architects)

2013 Collaborative zine workshop at Bilgi University, Istanbul as part of *It's Open*

2007 - present Visiting critic and lecturer, Dublin School of Architecture, DIT; Mackintosh School, Glasgow School of Art. Studio reviews and lectures at SAUL, Limerick, the UCC Centre for Architectural Education, and the Dublin School of Architecture, DIT.

**Professional Experience:**

2010 - present Architect, nineteen eighty studio, Dublin: a cross-disciplinary studio focused on architecture and design, film and research, seeking innovative ways to practise architecture.

2008 - 2010 Professional Diploma (Architecture) UCD

2013 Project Supervisor Design Process Accreditation

2011 RIAI Grade III Conservation Accreditation

**Licenses/Registration:** RIAI Registered architect

**Selected Publications and Recent Research:**

2008 - 2011 Editor, *Building Material, the journal of the Architectural Association of Ireland*

2012 - present I write 'architecture plus,' a regular column on art and cultural events for *Architecture Ireland*, the journal of the Royal Institute of the Architects of Ireland

2013 'A World Within. Notes on Michael Haneke's *Amour*' for *SET at The Everyday Experience*, IMMA

2012 'Review of Beach House at Port Oriel,' Irish Architecture. The RIAI Annual Review. Vol. 2. 2011: 2012.

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

**Name:** Orla Murphy

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

ARCT40040 Architectural Design VII  
ARCT40050 Architecture Design VIII  
ARCT 40350 Arch Design IX  
ARCT40590 Masters Design  
ARCT40600 Design Thesis Seminar  
ARCT40610 MArch Dissertation

**Educational Credentials:** B.Arch M.RIAI

**Teaching Experience:** Part-time Studio Tutor in UCD School of Architecture since 2000. Between 2000-2009 I taught primarily in 2nd Year and 5th Year. I have been teaching in the Upper School since 2010, teaching 4th and 5th year Architectural Design Modules, 5th Year Masters Thesis and 5th Year Masters Dissertation. I have a particular interest in collaborative connections with allied disciplines through workshops eg JOIN workshop with GMIT Letterfrack (2007-2009) and Common Ground workshop with NCAD in 2012/2013.

Summary of Teaching Philosophy: I believe shared endeavour within the Studio culture and space can provide a stimulating environment for students to define and hone their intellectual and practical approach to architecture and its role in society. This foundation can then be reinforced through creative exchange with aligned disciplines and practitioners.

**Professional Experience:** Graduated in 1995 and worked for Gerry Cahill Architects and Grafton Architects in Dublin before establishing the Westport Studio of Simon J Kelly + Partners Architects with Dermot McCabe in 1995, focusing on housing and educational buildings in Irish rural towns. Architect in residence in Cavan County Council in 2007/8. Recipient of the Arts Council/OPW Kevin Kieran Award 2009-2011 leading to practice-based research into the Irish rural towns, culminating in dissemination of the research through short animated film, public lectures and the publication of *TOWN; origins, morphology and future* in 2012. Editor of the journal of the AAI, *Building Material* 2007-2009. Joint Editor of *UCD Architecture 100* (2012), Built work awarded AAI Special Mention (2012); Opus Award (2007); RIAI Silver Medal for Housing shortlist (2006).

**Licenses/Registration:** M.RIAI (registered architect)

**Selected Publications and Recent Research:**

**Books:** 2012: *TOWN: origins, morphology and future*; 2008: *Atlas of Cavan* (with Dermot McCabe)

**Books edited:** 2012: *UCD Architecture 100* (with Lisa Cassidy and Stephen Tierney)

**Journals:**

2012:	Architecture Ireland	Extended Territory: a review of housing at Kilmeena
2009:	Irish Arts Review	Community Purpose
2006:	Building Material	Read Write Draw

**Journals edited:**

2009:	Building Material	Global Local
2007:	Building material	Critical Practice

**Professional Memberships:** MRIAI



**Name:** Sheila O'Donnell

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

ARCT40570 BArch Thesis Design studio, ARCT40350 Upper School Vertical Semester Design Studio  
ARCT40040 Architectural Design VII  
ARCT40050 Architecture Design VIII  
ARCT40600 Design Thesis Seminar

**Educational Credentials:**

B.Arch UCD 1976  
MA (Royal College of Art London) 1980

**Teaching Experience**

Studio Lecturer UCD 1981-present (permanent, part-time position)  
Martell Distinguished Visiting Critic, Buffalo USA 2010  
University of Washington Mahlum Lecturer and critic 2010  
Visiting critic (options studio) University of Syracuse in Florence 1999  
Visiting critic, Princeton USA 1987-88  
External examiner: AA London, Cambridge University England, Manchester University

**Professional Experience:**

Principal: O'Donnell+Tuomey 1988-present  
Sheila O'Donnell Architect 1986-88  
Assistant Architect: -Stirling Wilford, London 1980-81  
                                  -Colquhoun + Miller, London 1978-81  
                                  -Spence and Webster, London 1976-78

**Licenses/Registration:** RIAI

**Selected Publications and Recent Research:**

**Research:**

Venice Biennale *Common Ground* exhibition 2012  
Venice Biennale *Lives of Spaces* exhibition 2008  
Venice Biennale *Irish Pavilion* exhibition 2004

***Selected Publications:***

*The Lyric Theatre*, Gandon Editions (publication 2013)  
*Ways of Working*, Buffalo Books 2010  
*Selected Works*, Princeton Architectural Press 2005  
*The Glucksman Gallery*, Gandon Editions 2005  
*Archaeology of the Air*, Navado Press 2004  
*Transformation of an Institution*, Gandon Edition 2004  
*Profile: O'Donnell + Tuomey*, Gandon Editions 1997  
*The Irish Pavilion*, Gandon Editions 1992  
*Buildings and Projects*, Gandon Editions 1988

**Professional Memberships:**

FRIAI, RIBA Hon International, FAIA, Aosdana (association of artists who have made an outstanding contribution to arts in Ireland)

**Name:** Ruth O’Herlihy

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

ARCT20010, ARCT30010, ARCT 30040 Second and Third year studio design tutor (academic years 2012 /2013 and 2013/2014). First semester combined second and third year (middle school), second semester third year projects. Previous to this I have tutored in second year, first year and third year in the School of Architecture in UCD continuously since 2002.

**Educational Credentials:**

BScArch (UCD) 1994

BArch 1997 (UCD)- 1<sup>st</sup> class honours

Second prize in RIAI Travelling Scholarship 1996

Winner of Bruce Shortt prize for best studio project in the School 1996/1997

RIAI professional practice Part 3 qualification 2001

**Teaching Experience:** See courses taught above for UCD experience. I have also taught a final year thesis studio in Queens University Belfast and been visiting tutor in Dundee University, Cardinal Herrera University, Valencia and SAUL (School of Architecture University of Limerick) .

2014 - examiner on Diploma in Professional Practice UCD.

**Professional Experience:**

Worked in OPW Dublin, Bassano del Grappa (with Sergio Los, assistant to Carlo Scarpa in IUAV Venice) and Sorg Frosch and Partner in Stuttgart as well as a stagiere position in Wiel Arets Architects in The Netherlands.

Following graduation I worked in OPW on contract designing the new Recital Hall in Earlsfort Terrace Dublin 2.

Joined McCullough Mulvin Architects in 1999.

Associate, McCulloigh Mulvin Architects 2000.

Director, McCullough Mulvin Architects 2006 - Presently in this position.

McCullough Mulvin Architect are an award winning Dublin based practice interested in building, teaching, writing and research. Their work has been published nationally and internationally. The directors have lectured in Ireland (UCD, DIT, UL, QUB), the UK, USA, Scandinavia, Poland, Spain (La Coruna), Tenerife and in ETH, Lausanne, Switzerland.

Awards include the AAI Downes Medal (James Ussher Library 2003), RIAI best Health Building of the year 2012 and 2011, RIAI Education Building of the year 2010 & 2011, and numerous other awards.

**Licenses/Registration:** RIAI professional practice Part 3 qualification 2001

RIAI Conservation Grade 1 with McCullough Mulvin Architects 2003.

**Selected Publications and Recent Research:**

Dublin Dental Hospital - McCullough Mulvin Architects (Gandon Editions)

Trinity Long Room Hub - McCullough Mulvin Architects (Gandon Editions)

Rush Library - McCullough Mulvin Architects

Work - McCullough Mulvin Architects (Gandon Editions)

Detail Magazine 05/2011 Publication of Dublin Dental Hospital

**Professional Memberships:**

RIAI professional practice Part 3 qualification 2001

**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. (MRIA)

**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 RIA)

**Licenses/Registration:** Achieved membership MRIA 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

Books forthcoming: 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 Finola O’Kane, *Landscape and Revolution in Ireland 1798-1916*, (in manuscript)

**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:** Jennifer O'Leary

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

ARCT10010 & ARCT10020: First Year Studio  
ARCT40040 Architectural Design VII  
ARCT40050 Architecture Design VIII  
ARCT40590 Masters Design  
ARCT40600 Design Thesis Seminar

**Educational Credentials:**

**UCD 2014:** Awarded Professional Diploma in Architecture.

**UCD 2005 - 2010:** Awarded B. Arch (first class honours).

**TRINITY COLLEGE 1994 - 1998:** Awarded B.A. History of Art and Architecture, Ancient History and Archaeology.

**Teaching Experience:** 4 ACADEMIC YEARS

**Professional Experience:** IN PRACTICE SINCE 2010.

**Licenses/Registration:** PROFESSIONAL DIPLOMA

**Name:** Oran O'Siochain

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

2013 – 2014 ARCT20010, ARCT20050, ARCT30010 Studio tutor, middle school (2nd + 3rd Year) and unit tutor for March (5th Year)

ARCT40600 Design Thesis Seminar

ARCT40570 Studio tutor, upper school (4th + 5th Year).

**Educational Credentials:** Professional Diploma in Architecture, University College Dublin 2010

BArch (1st Class Honours), University College Dublin 2006

BSc Architecture (1st Class Honours), Queens University Belfast 2003

Diploma in Construction (Architectural Technology), CIT 1996

**Teaching Experience:**

University College Dublin 2008 – Present

Studio tutor, School of Architecture, University College Dublin. Currently teaching in the middle school (2nd + 3rd Year) and unit tutor for final year March thesis group (5th Year). Previously taught in upperschool (4th + 5th Year) and unit tutor for final year BArch thesis group (5th Year).

**Professional Experience:**

Boyd Cody Architects, 36 College Green, Dublin 2 2006 – Present

Glenn Howells Architects (London) 2003 - 2004

**Licenses/Registration:** Professional Diploma in Architecture University College Dublin 2010

**Selected Publications and Recent Research:**

**Professional Memberships:** RIAI

**Name:** John Parker

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

ARCT20010 Architectural Design III, ARCT30010 Architectural Design V  
ARCT40570 Tutor for Fifth Year Thesis Group  
ARCT 40060 Design Technologies II

**Educational Credentials:**

1986 Pre-Diploma, National College of Art and Design, Dublin.  
1991 B.Arch (1st Class Honours) University College Dublin  
1994 RIBA Part III. University North London

**Teaching Experience:**

2006 - To- date Studio tutor Middle School ( 2<sup>nd</sup> and 3<sup>rd</sup> year), School of Architecture, UCD  
2004 - To- date External Examiner RIAI Part III  
2009 - 2011 Examiner, ARAE (Architects Register Admissions Examination)  
2000 - 2006 Studio Master 5<sup>th</sup> Year - School of Architecture, UCD  
1996 – 2000 Technology Tutor 2<sup>nd</sup> Year, School of Architecture, UCD  
2004 – To - date Visiting critic to SAUL ( School of Architecture, UL)  
2006 – 2012 Visiting critic to School of Architecture, DIT.  
2012 Visiting Critic, CESUGA, La Coruña, Spain  
1995 Urban Design Study Group, Mackintosh School of Arch. Glasgow  
1992,1993 Visiting critic to Oxford Brookes School of Architecture

**Professional Experience:**

2009 – to-date Director of ABK Ireland Ltd  
2009 – To-date Director of ARAE (Architects Register Admissions Examination)  
2001- 2008 Director Ahrends Burton and Koralek Architects  
1998 – 2001 Ahrends Burton and Koralek, Architects Dublin and London  
1995 - 1998 de Blacam and Meagher Architects, Dublin  
1991 - 1995 Jeremy Dixon, Edward Jones, London.

**Licenses/Registration:**Registered Architect Reg No. 99080

**Selected Publications and Recent Research:** ‘On the Recent Work of ABK’ Lecture to the RIAI, Cork  
2009. PLEA 2008 ( Passive and Low-Energy Architecture) Conference Presentation ‘Towards Zero  
Energy Building’. Kilmallock Civic Precinct: *Building Design Feb 2010, Architecture Ireland*  
Cork Civic Offices: Architectural Review, April 2007 Building Design, 13 April, 2007, Architecture  
Ireland, June 2007, Irish Arts Review Autumn 2007. Offaly Civic Offices: *Architecture Today*, April 2003,  
pp.20-28 *Irish Architect November 2003*

**Professional Memberships:**

Member of RIAI  
Member of RIBA

**Name:** Michael Pike

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

ARCT20010, ARCT30010 Middle School Design Studio, ARCT20050 2<sup>nd</sup> Year Design Studio  
ARCT40570 BArch Thesis Design Studio  
ARCT40040 Architectural Design VII  
ARCT40050 Architecture Design VIII  
ARCT40600 Design Thesis Seminar \* Module coordinator 2013–2014  
ARCT40590 Masters Design  
ARCT40740 MArch Making is Thinking \* Module coordinator 2013–2014  
Programme Director: Architecture Programme at CESUGA, La Coruna

**Educational Credentials:**

1995 University College Dublin: Bachelor of Architectural Science (Honours 2.1)  
1998 University College Dublin: Bachelor of Architecture (Honours 2.1)  
2001 University College Dublin: Certificate of Professional Practice  
2011-Present University College Dublin: Research Masters M.Sc. (Ongoing)

**Teaching Experience:**

Middle School Design Studio (Semester 1)	2008-Present
2 <sup>nd</sup> Year Design Studio (Semester 2)	2004-Present
5 <sup>th</sup> Year Thesis Design Studio	2000-2002; 2004-Present
5 <sup>th</sup> Year Research + Innovation Dissertation	2010-Present
Visiting Tutor in CESUGA, La Coruna.	2005 – Present
Visiting Critic: School of Architecture, University of Limerick.	2007-Present
Visiting Critic in Cork Centre for Architectural Education.	2007-Present

**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:**

Michael Pike (2011) 'Scale and identity in the housing projects of Coderch' In: Gerard Adler, Timothy Brittain-Catlin and Gordana Fontana-Giusti (eds). *Scale: Imagination, Perception and Practice in Architecture*. London: Routledge.  
Michael Pike (2011) 'Review of Laneway-Wall-Garden House by Donaghy Dimond Architects' *Irish Architectural Review 2011*

**Professional Memberships:**

Member of Royal Institute of Architects of Ireland (MRIAI)

**Name:** Mark Price

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

1<sup>st</sup> Year Architecture ARCT10010, ARCT10020, 1<sup>st</sup> Year Engineering.  
ARCT40080 Research and Innovation in the Designed Environment II  
ARCT40020 Research and Innovation in the Designed Environment I  
ARCT40610 MArch Dissertation

**Educational Credentials:**

BCL, BArch

**Teaching Experience:**

Tutoring, Lecturing in UCD, 2004-present

**Professional Experience:**

Architect in private practice 1997-present

**Licenses/Registration:**

**Selected Publications and Recent Research:**

**Professional Memberships:**



**Name:** Ciara Reddy

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

ARCT10010, ARCT10020 First year Studio tutor for 2013/2014

**Educational Credentials:**

University College Dublin

BArch, Architecture

2003 – 2005

The University of Dundee

Bachelor of Science (BSc), Architecture

**Teaching Experience:**

Studio tutor for first UCD year for 2013/2014

**Professional Experience:**

*September 2009 – Present (4 years 10 months)*

Senior Architect at O'Donnell-Tuomey Architects,

*July 2006 – September 2008 (2 years 3 months)*

Project Architect at Grafton Architects, Dublin, Ireland

*August 2005 – July 2006 (1 year)*

Assistant Architect at Bucholz McEvoy Architects Ltd. Dublin, Ireland

**Licenses/Registration:**

Registered in the Register for Architects- Registration No: 13015

**Selected Publications and Recent Research:**

**Professional Memberships:**

RIAI member

**Name:** (John) Emmett Scanlon

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

ARCT40040 Architecture Design VII \*Module co-ordinator 2013–2014  
ARCT40050 Architecture Design VIII \*Module co-ordinator 2013–2014  
ARCT40590 Masters Design \*Module co-ordinator 2013–2014  
ARCT40600 Design Thesis Seminar

ARCT40350 Architecture Design IX (module co-ordinator)

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:**

Studio Lecturer University College Dublin 2001-present

**Professional Experience:**

Director, CAST architecture 2006 – present [www.castarchitecture.ie](http://www.castarchitecture.ie)  
Project Director, Grafton Architects 1998-2006 [www.graftonarchitects.ie](http://www.graftonarchitects.ie)  
Arts Council of Ireland, Architecture Adviser 2006-2010, 2011-2013 [www.artscouncil.ie](http://www.artscouncil.ie)

**Licenses/Registration:**

Member, Royal Institute of Architects of Ireland

**Selected Publications and Recent Research:**

**Scanlon E, 'Participation and Practice – Guidelines for the Practicing Architect'**, the Arts Council / R.I.A.I., due 2013. [in production]. Scanlon, E, **"Towards a Planning Policy for the Arts Council"**, the Arts Council, due 2013 [in production]. **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. **Scanlon, E (2008) 'A View with A Room'** from 'The Lives of Spaces', Campbell H, Martin McAuliffe S, Ward B, Weadick N editors. Dublin. **Scanlon, E (2008) The role of the architect and architecture in making homes, not housing and Arts Council policy in Architecture**. In: *des/IRE – designing homes for contemporary Ireland*, Ed. Tipton, G. Dublin. **Scanlon, E [2000], 'The System and Art of Relationship – The Ordinary as Method in Post War Britain'**, Masters Thesis by Research, University College Dublin. **Scanlon, E (2007) 'Mimicking the Irish Landscape'** *New European Architecture Yearbook*, Ibelings, H; Hannema, K; (eds). *New European Architecture*. Brussels: A10.

**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:**

ARCT40610 MArch Dissertation – Dissertation Supervisor  
Introduction to building Envelope (ARCT 10040) - Module Co-ordinator and Lecturer  
Into Practice (ARCT 10120) - Module Co-ordinator 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

**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:**

2004 to date - School of Architecture, UCD (Appointed as Lecturer in Architecture and Programme Coordinator for Architectural Technologies)  
Current role at UCD: Associate Dean of Architecture and Programme Coordinator for BSc in Architectural Science and MArch

**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:** Peter Tansey

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

ARCT40600 Design Thesis Seminar

**Educational Credentials:**

Undergraduate: BArch UCD (Hons)

Post Grad: Two year Post-graduate studies at Berlage Institute, Amsterdam.

**Teaching Experience:**

Studio Tutor	UCD School of Architecture	1997 - 2006
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Part-time lecturer	UCD School of Architecture	2006 - 2013
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Guest reviewer at	DIT, SAUL, UCC/ CIT	
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**Professional Experience:**

Practicing Architect: Director of Lotus Architects, Dublin

**Licenses/Registration:**

Registered architect in Ireland: RIAI

**Selected Publications and Recent Research:**

RIAI Yearbook 2011

**Professional Memberships:**

RIAI

**Name:** Stephen Tierney

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

ARCT40040 Architectural Design VII

ARCT40050 Architecture Design VIII

ARCT40080 Research and Innovation in the Designed Environment II

ARCT40020 Research and Innovation in the Designed Environment I

ARCT40590 Masters Design

ARCT40610 MArch Dissertation

2011- Design studio (4<sup>th</sup> Year ARCT40040, ARCT40590 and 1<sup>st</sup> Year ARCT10010), The Interior Prospect seminar (4<sup>th</sup> Years), Dissertation tutor.

**Educational Credentials:** BA (History of Art and History), Bsc. Arch, Dip. Arch (Bartlett) including semester at SciArc Los Angeles. Part III/MArch Bartlett.

**Teaching Experience:**

3 years at Bartlett teaching undergrad design, 2001-2004,

8 years at UCD 2006 – 2014 teaching 4<sup>th</sup> year, 1<sup>st</sup> year and 2<sup>nd</sup> year design studio.

**Professional Experience:**

James O'Donoghue Architects 1994,

McCullough Mulvin Architects 1997-98, Ian Ritchie Architects 2001,

James Gorst Architects 2002-2004,

Own practice 2004

**Licenses/Registration:** MRIAI, RIBA

**Selected Publications and Recent Research:**

Recent research into simulated lighting and the history of analysis of weather effects on the depiction of interior lighting.

**Professional Memberships:** MRIAI, RIBA

**Name:** John Tuomey

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

ARCT40740 MArch Making is Thinking - \*Module coordinator 2012–2013

ARCT40600 Design Thesis Seminar - \*Module coordinator 2012–2013

ARCT40050 Architecture Design VIII

ARCT40570 BArch Thesis Design Studio

Programme Director, Design Studios, years 1-5

**Educational Credentials:**

B.Arch UCD 1976

M.Arch UCD 2004

**Teaching Experience:**

Professor of Architectural Design UCD 2008 -2013

Studio Lecturer UCD 1981-2008

Martell distinguished visiting critic, Buffalo USA 2010

Visiting critic, Harvard GSD USA 1988-89

Visiting critic, Princeton USA 1987-88

External Examiner: AA London, Cambridge, Oxford, UEL, Ghent.

**Professional Experience:**

Principal, O'Donnell + Tuomey, Dublin, 1988-2013

Project architect, Office of Public Works, Dublin, 1981-87

Assistant Architect, Stirling Wilford, London, 1976-80

**Licenses/Registration:** RIAI

**Selected Publications and Recent Research:**

Venice Biennale *Common Ground* exhibition 2012

Venice Biennale *Lives of Spaces* exhibition 2008

Venice Biennale *Irish Pavilion* exhibition 2004

*The Lyric Theatre*, Gandon Editions (publication 2013)

*Ways of Working*, Buffalo Books 2010

*Selected Works*, Princeton Architectural Press 2005

*The Glucksman Gallery*, Gandon Editions 2005

*Architecture, Craft and Culture*, Gandon Editions 2004/2008

*Archaeology of the Air*, Navado Press 2004

*Transformation of an Institution*, Gandon Edition 2004

*Profile: O'Donnell + Tuomey*, Gandon Editions 1997

*The Irish Pavilion*, Gandon Editions 1992

*Buildings and Projects*, Gandon Editions 1988

**Professional Memberships:**

FRIAI, RIBA, Hon FAIA

**Name:** Simon Walker

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

ARCT40600 Design Thesis Seminar

**Educational Credentials:**

Bachelor of Architecture [First Class Honours] University College Dublin 1992

Menuisier C.G.C.P. [Ville de Paris] P1/P2, 1981

**Teaching Experience:**

Design Studio Module Co-ordinator, First Year, School of Architecture University of Limerick 2010 – present

Design Studio Module Co-ordinator, Third Year, School of Architecture University of Limerick 2009-10

Thesis Tutor, School of Architecture, University College Dublin, 1993 – present

Visiting Critic Thesis Year at Queens University Belfast, École Nationale Supérieure d'Architecture, Nantes [ENSAN] 2010 – present

Visiting Critic Thesis Year, Architecture Department, Dublin Institute of Technology, 2002-present

Visiting Critic First and Fourth Years at Cork Centre for Architectural Education [CCA], 2010-2012

Design Studio Master, School of Architecture, University College Dublin, 2000-2009

Head, Building Laboratory, School of Architecture, University College Dublin, 1993-96

Building Technology Lecturer, School of Architecture, University College Dublin, 1993-2000

**Professional Experience:**

Private practice since 1997 - Walker Architects

**Licenses/Registration:** RIAI

**Selected Publications and Recent Research:**

de Blacam and Meagher, Irish exhibit at Venice Biennale / IAF 2010, "Writings" catalogue essay

Wallpaper magazine Architects Directory 2010, "Back-to-Front House" by Simon Walker

The Lives of Spaces, catalogue essay by Simon Walker, Venice Biennale / IAF, 2008

"LACE" exhibition, Bea McMahon, artist, catalogue essay by Simon Walker, 2007

"An Irish Courtyard House", article by Simon Walker, House magazine, RIAI Spring 2007

"Four under Forty", group show of architecture, catalogue essay by Simon Walker, 2007

**Professional Memberships:** MRIAI



### **3.3 Visit One Memorandum**

# National Architectural Accrediting Board, Inc.

April 4, 2013

MEMORANDUM FOR NATIONAL ARCHITECTURAL ACCREDITING BOARD

FROM: ANDREA S. RUTLEDGE, CAE  
EXECUTIVE DIRECTOR

SUBJECT: Substantial Equivalency Visit One: University College Dublin

<http://www.ucd.ie>  
<http://www.ucd.ie/eacollege/engarch/>

On January 28, 2013, the University College Dublin (UCD) submitted a letter requesting the substantial equivalency (SE) designation from the National Architectural Accrediting Board (NAAB) for the M. Arch. degree program offered by the College of Engineering and Architecture, School of Architecture.

The letter was signed by the university registrar, Mark Rogers, and included the required institutional overview (attached).

The NAAB and UCD agreed to conduct Visit 1 on 2-3 April 2013. The visit was completed by the NAAB executive director.

The purpose of visit one is to explain the *NAAB Conditions for Substantial Equivalency* and the *NAAB Procedures for Substantial Equivalency*, to confirm the standing of the school in the local community, and to see the physical arrangements for the program and for any visiting team.

## 1. A REVIEW OF THE RESOURCES COMMITTED TO THE PROGRAM

### Historical Background and National Significance

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 1854 by John Henry Newman whose classic work *The Idea of a University* on the value of higher education was a source of inspiration for UCD's current educational philosophy.

Today UCD is Ireland's largest university with almost 25,000 students. UCD is Ireland's leader in postgraduate education with approximately 7,000 postgraduate students (i.e., students that have completed an undergraduate degree), 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 5,000 international students and 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. Preparing students for careers and professions that work globally is one of the core objectives in the current university strategic plan. It was reinforced in meetings with the architecture faculty, the principal (i.e., dean) of the college, the registrar of the university (chief academic officer), and alumni of the architecture program.



1735 New York Avenue, NW

Washington, DC 20006

[www.naab.org](http://www.naab.org)

tel: 202.783.2007

fax: 202.783.2822

email: [info@naab.org](mailto:info@naab.org)

## National Architectural Accrediting Board, Inc.

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.

### **History of the Program**

The first architecture student enrolled in UCD was in 1911 and graduated in 1917. The program was, initially, created at the urging of the [Royal Institute of the Architects of Ireland](#) (RIAI). The connection between the academic environment and the profession has been maintained ever since. The School of Architecture began to grow during the late 1920s and 30s. In 1938, the Royal Institute of British Architects (RIBA) accredited the architecture program, 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. In 1981, the school moved from downtown Dublin to its present location in Richview which sits on the western edge of the UCD campus. Richview and the adjacent Belfield campus are in the suburbs east of the city.

By this time, 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. During the last 30 years, the work of the school became characterized by a concern for context, particularly the historic urban setting.

The university was restructured in the early 2000s and the program 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, it has regained its autonomy and visibility within the re-established School of Architecture; now one of seven schools within the College of Engineering and Architecture. The school hosts the architecture and landscape architecture programs.

In line with the Bologna Accord and in common with the majority of programs across Britain, Europe, US and the rest of the world, the M. Arch. degree 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 establish this revised structure. The B. Arch. will phase out completely in 2015. Concurrently a number of new specialized post-professional degrees have been introduced.

At the most recent accreditation visits in 2008, both the RIAI and the RIBA gave the program continuing approval for the following five years. Accreditation visits from both bodies are due in 2013.

### **Degree:**

The M. Arch. is a two-year program and represents the culmination of a five-year sequence of professional education with the Bachelor of Science in Architecture (BSc(Arch)) awarded after three years' study. The BSc(Arch) from UCD, or equivalent undergraduate education, is a prerequisite for admission to the M. Arch. For additional information, please see p. 5 of the institutional overview.

## National Architectural Accrediting Board, Inc.

### Curriculum

The M. Arch. (BSc + 2 years) is, currently, the only graduate-level program in Ireland. It is modeled, largely, on the British system and is equivalent to Parts I and II of a professional architecture degree program in the U.K. The curricular model is based on establishing a solid foundational education in the first year, followed by further development and integration in the middle two years. At the end of the third year, students are awarded the BSc(Arch). At this point they may choose to continue to the M. Arch. or to leave the university or to pursue graduate education in another field. This juncture is a critical time for both the students and the university largely because of the financial model. Undergraduate students receive fee support from the government. While not “free,” this does make undergraduate education affordable for most. Graduate students receive no fee support; the tuition, fees, and expenses are their responsibility (see financial resources).

The M. Arch. is a two-year sequence of courses in which students continue to advance toward mastery and synthesis of the subject matter. The graduate experience includes time for a semester abroad, usually in the second semester of the first (fourth) year. It culminates in a design thesis as well as a dissertation. These two projects are not necessarily linked. The focus of the dissertation is applied or original research, while the design thesis explores a particular, complex design problem.

The five years are mapped out as follows:

- **First Year:** This includes the foundation courses in architecture (history and theory, studio, structures, and architectural technologies). During the first year, students are required to draw by hand.
- **Second & Third Year:** These two years include studio, systems, building materials, building envelope, and structures. Students begin using CAD technologies in the second year. In addition, the two cohorts take studio together and work on final projects in teams. Each student is evaluated against learning outcomes appropriate to his/her place in the curriculum (i.e., there are different learning outcomes for the final studio depending on whether the student is in the second or third year).
- **Fourth Year:** This is the first year of the graduate curriculum. Students may be admitted from among those completing the third year on the basis of GPA and portfolio review. Students may also be admitted with undergraduate preparation from other institutions. The fourth year includes the option to study abroad through the [ERASMUS](#) Programme. This European Union-managed student exchange program allows students in EU universities to study at other universities within the EU. UCD students are urged to take advantage of the opportunity and most do during the spring semester. In turn, students from outside Ireland study at UCD, thus enriching the learning experience of the students who remain on campus.
- **Fifth Year:** This is the final year of the program. During the fall students focus their attention on the dissertation project with the spring set aside for the design thesis.

The program overall is reflective of the university's mission and history. The head of the school and deputy head have mapped all of their existing courses against the *NAAB Conditions for Substantial Equivalency*. This was reflected in the course descriptions appended to the institutional overview.

# National Architectural Accrediting Board, Inc.

The weekly schedule is organized as follows:

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>AM</b>	Lecture	Lecture	Lecture		Studio
<b>PM</b>	Studio	Technology Studio	Studio		Studio

The weekly class schedule is designed so that students have Thursday free from lectures and studio. The day is often used by students for site visits and other off-campus activities. The faculty use the day for meetings and other administrative events.

## **Administration**

The school's administration is managed jointly by the head of school and the director of the program board.

The head of the school is the leader of the faculty and is responsible for the development and implementation of curriculum. Further, the school head is responsible for identifying, recruiting, and retaining academic staff (i.e., faculty), and is also responsible for managing the discretionary budget, as well as centrally allocated resources (see more under financial resources).

The program board provides all student services and administrative support including advising, liaison for students to other university services (e.g., accommodation for students with disabilities), managing the academic approvals process within the college and within the university for new programs or curricula changes, ensuring students are ready for graduation (i.e., degree compliance), and also for ensuring that students are on track to complete their professional studies on time. This office, through its Program Examination Review Committee (PERC) reviews final grades at the end of each semester to ensure equity and, if appropriate, that extenuating circumstances have been identified or addressed.

The program board's function within the school, college and, university ensures that faculty time is focused on teaching, student learning, assessment, curriculum development, and research.

## **Physical Resources**

The school is located in its own group of buildings on the Richview campus in suburban Dublin. The main building that hosts offices, a canteen, undergraduate studios, lecture halls, and the faculty lounge was built in the early 1920s as a school for the sons of Freemasons who had died in WWI. In addition to the main building, there are three others around an open quadrangle:

- One of these houses the laser cutter, CNC router, and a common laboratory/shop space used for models (large and small), as well as materials and methods testing. While I was there, the fourth-year students were finishing a full-scale model of a contemplation cabin that will be moved to a site at a residential school for severely disabled children later in April.
- The second houses the architecture library, with the fourth-year studio on the uppermost floor.

## National Architectural Accrediting Board, Inc.

- The third, Memorial Hall, is used as a formal hall for lectures and special events<sup>1</sup>.

The space is sufficient, but like many early 20th-century buildings, its systems show their age and modern technology (i.e., IT and communications) have been accommodated but not integrated. The first-year, undergraduate studio is in the lower level (below grade but not below ground); however significant effort has been made to provide new furniture and well-lit work space. The graduate studios are housed in a newer building adjacent to the library. Each studio develops its own character based on the cohort using it. Each student is assigned an individual work station for the year. Lockers, shelves, and flat files serve for storage.

The Richview Campus is on the western edge of the Belfield Campus. The two properties are contiguous and buildings on the Belfield Campus are a 10-minute walk away separated by athletic fields. The Belfield Campus includes the main library, student athletic facilities, student union buildings, administration buildings, and the buildings that house the university's six other colleges: arts, business and law, health sciences (including medicine and nursing), human sciences (including education, social sciences, and environmental policy), agriculture (including veterinary medicine), and science (including physics, biology, and mathematics).



### 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<sup>2</sup>. 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 enrollment. 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. Currently, the federal government provides €7,200 for each Irish/EU undergraduate student enrolled at UCD. This amount has been going down each year

<sup>1</sup> Memorial Hall is the likely location for the team room for Visits 2 and 3.

<sup>2</sup> As of April 3, 2013, the exchange rate was €1=\$1.28

## National Architectural Accrediting Board, Inc.

since austerity measures were put in place in Ireland. It is not expected to return to pre-2009 levels.

Nearly 90% of program costs are paid centrally from the allocation to each program. These include: space, libraries, utilities, central student services, and faculty salaries. The remaining 10% is managed at the school level and is used for adjuncts, supplies, and travel. The resource allocation model (RAM) is always working with a fixed amount from the federal government, and while some see it as restrictive, the architecture school sees it as an opportunity for innovation and efficient use of resources. For example, the architecture school realized it was not using the Memorial Hall space efficiently and so now shares it with other university programs that, in turn, pay a share of the fixed costs for the space.

Research activity at the university, generally, is supported by federal grants (energy, biomedical, and other sciences), corporations (applied research), and EU grants. The College of Engineering is preparing to participate in the next round of EU grant applications for energy studies, and architecture expects to have a role in these projects. Sabbaticals, post-docs, and PhDs may be supported by grants from the Irish Research Council. However, these are modest and competition is tough.

There is no tradition of private philanthropy for higher education in Ireland like that in the U.S. The recently established Development Office tends to focus on specific, targeted giving opportunities. Recently, these have been limited to capital projects on the Belfield Campus.

### **Human Resources**

#### *Faculty*

The architecture program is supported by eight full-time, tenured faculty; approximately 17 permanent, part-time faculty; and a corps of 22 “hourly, paid” faculty. This last group is analogous to adjunct faculty in the U.S. system. The part-time and adjunct faculty are all practicing architects. The faculty collectively are responsible for delivering the curriculum, teaching lecture courses, supervising studio, and conducting tutorials for students in the thesis studio (final year). The tutorials are largely the responsibility of the adjunct faculty.

#### *Students*

There are approximately 232 students enrolled in the architecture program across all five years. With the exception of students studying at UCD through the ERASMUS program and a small, but growing cohort of students from Asia, almost all students in the architecture program are from Ireland. In my meeting with them, all indicated that they expected to become registered to practice and also expected to practice outside Ireland. Several want to practice in the U.S.; others expect to work in Australia and Asia after graduation.

### **Information Resources**

The architecture library is located on the architecture quadrangle. The collection includes periodicals (architectural and otherwise), bound books, and an emerging collection of online materials and e-books. The architecture library is part of the overall university library system. Materials not on the shelf in the architecture library can be found in the central library located on the Belfield Campus. Students have access to reference librarians either by appointment or over the phone.

The university's Center for Teaching and Learning works closely with the library staff to develop curricular modules that support students at each stage in their education.

## National Architectural Accrediting Board, Inc.

This includes not only research methods but also style guides and advice on use of intellectual property. The collection is developed through a combination of reading lists provided by faculty, as well as individual requests.

More information on the university libraries can be found at <http://www.ucd.ie/library/>.

### **2. COMMITMENT OF THE INSTITUTION TO ACHIEVING THE DESIGNATION**

The university registrar, the dean of the college, the head of the school, and the deputy head of the school all affirmed that seeking the designation for the program at UCD serves multiple objectives:

First, the program finds that accreditation/validation activities have, in the past, led to significant and valuable program changes. All see the process as leading to innovation in teaching and learning. In addition, the school and the university have a deep commitment to self-assessment and evaluation against external benchmarks. Next, they believe that successful evaluation against high international standards will benefit their current and prospective students. UCD is open about its ambitions for attracting students from outside Ireland and the European Union. This is both a financial imperative because non-EU students are tuition-paying students. Further, it is part of the institutional objective for globalizing the student body and by extension the student experience.

The school and university leadership believe the SE designation will not only aid them in their efforts to attract more international students to the university, but will also expand the opportunities for its existing students who are likely to seek employment outside Ireland after graduation.

Overall, there appears to be not only strong institutional commitment to achieving the designation, but also a common understanding of the process and requirements among faculty and administrators. Further, there is a strong alumni commitment to the success of the program. I met with a small group of UCD architecture alumni, several of whom also teach as adjuncts in the program. As a group they represented a wide range of practices and firms. All agreed that UCD graduates were thoughtful, creative, and intuitive in their work.

Students, faculty, and alumni seemed genuinely interested in and knowledgeable about the SE process, and all asked excellent questions. All were keenly interested in the effect of the designation on the ability of their students to work and be registered abroad.

### **3. ASSESSMENT OF THE READINESS OF THE PROGRAM TO COMPLETE VISIT TWO**

The program is well-positioned for Visit Two. They will host the regular RIBA visit in fall 2013 and will have begun collecting and curating student work for that visit. During Visit One we discussed the need to ensure that the next team understands the differing objectives for students in combined studios (see above) and how those learning outcomes are represented within the same project.

The substantial equivalency Visit One to UCD is considered complete.

- The program has appropriate standing in the community.
- The program is supported by the university's administration and the college.



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- The school sustains an enrollment of 232 students and has a full-time faculty of eight, supplemented by permanent part-time and adjunct faculty.
- The program and the NAAB staff reviewed the *SE Conditions* and *Procedures* together to ensure mutual understanding of the process and expectations.
- The head of school and others have attended NAAB workshops offered at the ACSA Administrators Conference (2012) and the ACSA Annual Meeting (2013). The program is encouraged to send the school head to the ACSA Administrators' Conference in 2013 in order to identify opportunities for serving as a non-voting team member on a spring 2014 NAAB visit.

### **Acknowledgments**

I wish to express my appreciation to the faculty, staff, students, administrators and alumni who met with me during my visit and shared their thoughts about the school and its strengths. All gave me a warm, Irish welcome and provided an outstanding experience.

- 

cc: Prof. Hugh Campbell, Head of School



### **UCD School of Architecture, Response to Memo from NAAB on Visit One, June 10 2013**

This is a really excellent and comprehensive memo which captures every aspect of the architecture programme and its mission extremely well. It provides a very accurate reflection of everything covered during Andrea Rutledge's visit in April 2013. There is only one area in which we feel that a little more clarification is needed, and that is under the heading Administration in Page 4. In this area, there are a number of overlapping structures and roles, which might be useful to set out a little more fully:

There are two distinct leadership roles, albeit occupied by the same person (Hugh Campbell) at the moment. One is the Head of School who is responsible for running all aspects of the school, including its academic activities - this would encompass both architecture and landscape architecture. The other is the Dean, who oversees the Programme in Architecture and leads its development. The Dean is assisted by an Associate Dean who is very closely involved with the running of the programme, the design of modules, stages etc. There is an Assistant Head of School, who has particular responsibility for space and resources. Typically in UCD, the head of school role rotates among staff very three/four years. The Head of School chairs the School Executive, which deliberates on all aspects of the School's development. In turn, the Head of School sits on the College Executive along with the Heads of the other schools. The Executive is chaired by the College Principal.

There is also a Professor of Architectural Design (a 50% post) who directs the design studio modules in all years, and there are various module co-ordinators and stage co-ordinators working with him. The first appointment to this role, John Tuomey, took up the post in 2008. John Tuomey is continuing in this role. The role has become established as vital to ensuring continued high quality in the studio programme.

The programme (program) board has its own administrator, working to a line manager within the College-level Programme Office.

The School has two administrators, one School Manager and one Executive Assistant. The School Manager has oversight of all aspects of the operation of the school.

Hopefully this will provide some clarification of how things are organized. Overall, the school is very happy to endorse the report and looks forward to engaging with the next steps in the process.

Professor Hugh Campbell  
Dean of Architecture

## 3.4 Catalogue

## 3.4 Catalogue

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### 3.4.1 Policies Related to Learning Culture

a) **UCD Academic Regulations**

[http://www.ucd.ie/registry/academicsecretariat/docs/academic\\_r.pdf](http://www.ucd.ie/registry/academicsecretariat/docs/academic_r.pdf)

b) **UCD Plagiarism Policy**

[www.ucd.ie/t4cms/2009%20smms%20policy%20on%20plagiarism.pdf](http://www.ucd.ie/t4cms/2009%20smms%20policy%20on%20plagiarism.pdf)

c) **Equality and Diversity Unit Link**

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

d) **UCD Internationalisation Link**

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

e) **Chief Academic Officer - Registrar Link**

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

f) **UCD Education Strategy to 2014**

[www.ucd.ie/t4cms/04\\_education.pdf](http://www.ucd.ie/t4cms/04_education.pdf)

g) **UCD Governing Authority Link**

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

**h) Academic Council Link**

<http://www.ucd.ie/registry/academicsecretariat/ac.htm>

**i) University Undergraduate Programmes Board (UUPB) Link**

<http://www.ucd.ie/registry/academicsecretariat/uupb.htm>

**j) University Graduate Programmes Board Link**

<http://www.ucd.ie/registry/academicsecretariat/ugpb.htm>

**k) UCD Teaching and Learning Link**

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

**l) UCD Student Feedback Link**

<http://www.ucd.ie/teaching/resources/moduledesignenhancement/ucdstudentfeedbackonmodulesurvey/>

**m) UCD Student Code 2013/2014**

[http://www.ucd.ie/registry/academicsecretariat/regs\\_sc.html](http://www.ucd.ie/registry/academicsecretariat/regs_sc.html)

**n) Student Support Link**

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

## 3.4.2 Self-Assessment Procedures

### a) Summary of Studio Teaching Trigger Papers

Summary of Studio Teaching trigger papers delivered at the Irish Architecture Archive on 1<sup>st</sup> March 2010

**Michael Pike's** trigger paper on the Middle School proposed that the studio course be directed towards a broader project than individual learning and self-expression. He made the following specific proposals for the studio programme, providing for collective endeavour.

- Three-year cycle: themes, briefs and staffing established for a three-year period.
- Staff hours: allocated on a semester rather than weekly basis to allow for preparation, workshop and planning of resources with man-hours moved away from well attended reviews towards other activities and ways of teaching and learning.

**Emmett Scanlon's** trigger paper proposed the Upper School as a collective laboratory engaging the world of Architecture with the outside world through common themes, group work and collective collaboration. He made the following specific proposals:

- Research: Three-year research outline for each Vertical Semester studio aimed towards building a body of work based on real-life scenarios.
- Self-directed study: Review of Upper School cycle, replacing the existing 4<sup>th</sup> and 5<sup>th</sup> year with a restructured sequence: Vertical semester 1, Self-directed semester 1, Vertical semester 2, and Self-directed semester 2.
- Crits: Reduce frequency of crits with more student-led reviews. Use visitors differently, not simply for reviews but for skills workshops etc.
- Module coordinator: Role redefined to overview and coordinate strategy
- Exhibition: Establish a School Collection, display student work, touring exhibitions, and student led forum for communication of architecture with the wider world.

**Peter Cody's** trigger paper asked us to review what is our mission and what do we want to teach. He proposed that to teach is as much to act as to instruct. He made the following specific proposals:

- Exhibit, Publish and Document: We should direct our attention beyond the boundaries of the School.



- More difference between projects and methods of enquiry with more differences between teaching structures in Foundation Middle and Upper schools.
- Smaller independent groups of students working together on interdependent work.

### **Studio Staff structure revised**

Following this conference the studio staff structure was substantially revised.

Emmett Scanlon agreed to act as Coordinator for the Upper School, with Sheila O'Donnell as his co-pilot/navigator, Michael Pike agreed to act as Coordinator for the Middle School with Will Dimond as his co-pilot/navigator and Peter Cody agreed to act as Coordinator for Foundation. These five were made responsible to coordinate the studios in consultation with John Tuomey, working together with studio staff to develop programmes and manage resources.

### **3.4.3 Human Resources & Human Resource Development**

#### **a) Equality and Diversity Links**

Equality and Diversity Unit <http://www.ucd.ie/equality/>

Diversity Monitoring <http://www.ucd.ie/equality/diversitymonitoring/>

Employee Assistance Programme <http://www.ucd.ie/equality/employeeassistanceprogramme/>

Mediation Service <http://www.ucd.ie/equality/mediationservice/>

Support Colleagues <http://www.ucd.ie/equality/supportcolleagues/>

#### **b) UCD Equal Opportunities Policy Link**

[www.ucd.ie/equality/filestore/Equal%20Opportunities%20Policy%202011.pdf](http://www.ucd.ie/equality/filestore/Equal%20Opportunities%20Policy%202011.pdf)

#### **c) UCD Dignity & Respect Policy**

[www.ucd.ie/t4cms/UCD%20Dignity%20&%20Respect%20Policy.pdf](http://www.ucd.ie/t4cms/UCD%20Dignity%20&%20Respect%20Policy.pdf)

#### **d) UCD Code of Practice for the Employment of People with Disabilities**

[www.ucd.ie/equality/filestore/Code%20of%20Practice%20for%20employment%20of%20People%20with%20Disabilities.pdf](http://www.ucd.ie/equality/filestore/Code%20of%20Practice%20for%20employment%20of%20People%20with%20Disabilities.pdf)

#### **e) UCD Employee Assistance Programme Policy**

[www.ucd.ie/equality/filestore/Employee%20Assistance%20Programme%20Policy%20updated%20July%202012.pdf](http://www.ucd.ie/equality/filestore/Employee%20Assistance%20Programme%20Policy%20updated%20July%202012.pdf)

#### **f) UCD Mediation Service Policy and Guide**

[www.ucd.ie/equality/filestore/Mediation%20Policy%20and%20Guide%2029.07.11.pdf](http://www.ucd.ie/equality/filestore/Mediation%20Policy%20and%20Guide%2029.07.11.pdf)

## **g) Detailed Description of Tenure Procedure**

The attainment of tenure is an important step in the professional life of all academic staff. The benefits of tenure include the right to enjoy the full protection of the Universities Act, 1997 in relation to terms and conditions of employment, access to internal promotions processes and full membership of the College.

### **Application for Tenure**

This section contains information on the application and assessment for the award of tenure for applicants at the Grade of Lecturer. Senior Lecturers who have satisfactorily completed their probation period will automatically be awarded tenure.

Applicants at the Grade of Lecturer must have successfully completed the probation and induction period to be eligible to apply for the award of tenure.

If a Head of School wishes to make a case to the Tenure Committee to waive part of the induction period in the case of a lecturer, they will be required to make a case to the Tenure Committee clearly outlining the reasons why the applicant should be considered for a reduction in the induction period. Head of Schools should check Induction and Award of Tenure to the Grades of Lecturer/Senior Lecturer Policy - Appointees Prior 1 September 2012 for further details.

### **Application Process**

Applicants should forward the following documents to UCD HR, Promotions and Grading:

One copy of the completed Application Form (available on the HR website at [www.ucd.ie/forms](http://www.ucd.ie/forms))

One copy of their Curriculum Vitae (*maximum number of four single sided A4 pages*) which should include:

Details of previous work experience

Evidence of satisfactory performance of lecturing and other teaching duties

Evidence of satisfactory engagement in research and scholarship as evidenced by publication in appropriate journals and/or books by academic publishers and/or postgraduate supervision etc

Evidence of satisfactory involvement in the activities of the School (*see policy on HR website for details*)

*(CVs exceeding the page limit will be returned)*

One copy of your list of publications

One copy of your Head of School's recommendation. (You may attach this document to your application or the Head of School may forward it directly to UCD HR Promotions & Grading on or before the closing date.)

The Tenure Committee meets annually to assess applications for the award of tenure.

Following the Tenure Committee meeting candidates will be informed, in writing, of the recommendation of the Tenure Committee.

Following the Tenure Committee meeting UCD HR, Promotions & Grading will;

Inform applicants in writing the recommendation of the Tenure Committee.

Notify College Principals in writing of the names of lecturer/s who have been recommended for the award of tenure.

Forward recommendations from the Tenure Committee to the Academic Council for approval.

### **Procedures for Promotion**

To be eligible to apply for promotion, candidates must be tenured Academic staff and not have reached the normal retirement age prior to the effective date of promotion, 01 January 2014. Simultaneous applications for promotion to different grades are not permitted

### **Application**

Application for promotion must be made through Employee Self Service (ESS), the UCD HR online application platform. The following documentation only should be uploaded to the ESS system when applying for Promotion:

#### **Application Form**

Ensure compliance with maximum word counts were requested  
Ensure no appendices are attached or included in the form  
Ensure form is signed

#### **Teaching Profile**

Available at <http://www.ucd.ie/teaching/academicdevelopment/teachingprofiles/>

#### **List of Publications**

See Section 10 of Guidelines for Candidates for specific details

### **Internal Referee's Report**

Ensure this is signed by HOS/Professor

**One copy each of what you consider to be your 3 most significant publications**  
(four copies of each publication is required if submitting hard copy to HR)

Must be in the public domain by 6 February 2013.

### **Assessment of Applicants**

The assessment of applications for promotion is a twofold process.

1. The relevant College Committee/s\*, in the first instance.
2. The University Committee for Academic Appointments, Tenure and Promotions\*\* (UCAAPT) will then assess all applications, taking into account (but not bound by) the scores, rankings and comments of the College Committees. The UCAAPT will complete a report for each candidate who has been assessed and agree a list of recommended candidates to be forwarded to the Governing Authority for approval.

\*Further Information on College Committees:

A Committee is established by each College (approved by the UCAAPT) to consider applications for promotion to Senior Lecturer. Membership of the College Committee should include:

- College Principal or nominee (Chair)
  - 2 external members (i.e. external to UCD)
  - Up to 7 senior academics from the College
- UCD HR, Promotions and Grading forward the online applications to members of the College Committee following the deadline for receipt of applications.

College Committees assess applications against the following three criteria:

- Research, Scholarship and Innovation
- Teaching and Learning
- Contribution to School/College/University/and the Wider Community

Each Committee member should individually assess each application before the College Committee Assessment meeting.

At the College Assessment meeting each member will have the opportunity to comment on each application with reference to the relevant criteria.

After the College Assessment meeting the Chair of each College Committee must submit a completed Assessment Certificate from the College to the UCAATP sub-committee. This certificate should include the following:

- Description of the procedures followed by the committee, including a statement that each candidate has been assessed in relation to all of the criteria
- List of candidates ranked by the College Committee
- List of candidates not ranked by the College Committee

**\*\*Further information on The University Committee for Academic Appointments, Tenure and Promotions:**

The UCAATP approves the membership of each College Committee.

UCD HR, Promotions and Grading will forward the online applications to each member of UCAATP (including the external members) following the deadline for receipt of applications. Following the College Committee Assessment meeting, UCD HR, Promotions & Grading will forward the completed Assessment Certificate together with the list of candidates ranked and the candidates not ranked by the College Committees.

Each UCAATP member should individually assess each application against the criteria before the UCAATP assessment meeting.

The UCAATP assess applications against the following three criteria:

- Research, Scholarship and Innovation
- Teaching Learning
- Contribution to School/College/University/and the Wider Community

At each of the assessment meetings each member (including the external members) will have the opportunity to comment on each application (those ranked and those not ranked by the College Committee) with reference to the relevant criteria.

The UCAATP will assess candidates (those ranked and those not ranked by the College Committees) on a college by college basis. The UCAATP will consider the evidence provided by candidates in their application and the report of the Internal Referee and will be informed by, but not bound by, the marks, rankings and comments of the College Committees. Having completed their assessment of candidates on a college by college basis the UCAATP will agree a ranked list of short listed candidates to be further assessed from each of the colleges.

The UCAATP will re-convene to assess all of the short listed candidates and agree a list of recommended candidates to be forwarded to the Governing Authority for approval.

### **Notification of Applicants**

At the end of the process the candidates will be informed, in writing, of the recommendation of the UCAATP /Governing Authority.

### **Feedback**

Feedback will be made available after candidates have been formally advised of the outcome of their application. The UCAATP will provide written feedback. Additional feedback will be provided by the College Committees upon request.

The following documents may be obtained on request at the conclusion of the process:

- The report from the UCAATP - requested from UCD HR, Promotions and Grading
- A written report from the College Committee - requested from the relevant College Office

If candidates require copies of any other documents they should contact the Freedom of Information Office.

## **h) Field Trip Briefs**



Merlo Kelly & Tom O'Brien

## DUBLIN AND ROME

The design research and associated trip to Rome will look at how spaces can be transformed by illumination and illusion. The glories of ancient and baroque Rome will be studied to see how space and the experience of space can be manipulated.

These three weeks will be about studying the less obvious aspects of architectural design - light, scale, point of view, context and time. The project, which will run for three weeks ending in a three-day walking tour of Rome, is a project of three interwoven parts.



### 1 SPATIAL STUDY AND MODEL EXERCISE

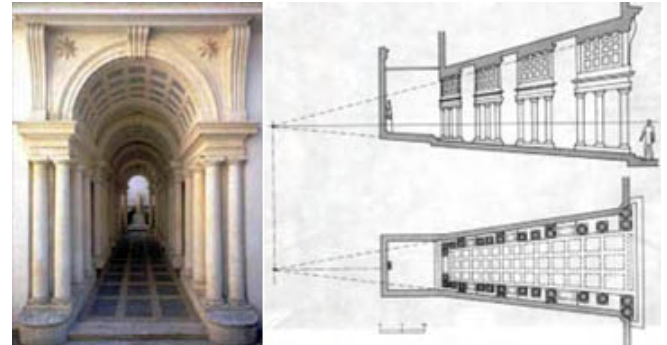
A series of buildings in Rome have been selected and each student will be allocated to research, record and model a particular building. One building has been selected in Dublin for those not travelling to Rome. You will work in groups of three. Each group is asked to make a 1:200 model of their building in context and an additional model of a part of the building at a scale of 1:50.

Some preparatory studies will be required. This will involve some background research into the history of the building. Prior to making the models, you will be required to use the library resources to assemble a collection of writings, drawings and images of the buildings, and to analyse this material carefully.

The presentation of the building, in addition to the study model, should include all site plans, general plans, sections and elevations of the buildings, drawings and photographs, history of the building and biography of the architect.

### 2 COMPILATION, DESIGN & FABRICATION OF GUIDE BOOK

As a class, you are asked to create a booklet which will serve as a guide on our walking tour of Rome. The information gathered on each building should subsequently be compiled into a guide book using a prescribed In-design format.



### 3 ROME TRIP

This will be an opportunity to visit and experience unique buildings with which you will already have developed some familiarity. You will begin to appreciate how the synthesis of light, scale, structure, surface and openings create a space where the whole is greater than the sum of the parts. The buildings will be visited and explored as part of a series of walks through the city. Each group will present their building to the class. You will be asked to fill a sketchbook with studies of your allocated building as well as all the other buildings visited, to include elements at different scales and using different drawings techniques such as perspective sketches, measured sketch surveys, axonometric modelling, surface and pattern studies, light and shade studies etc.

Departing Wednesday 6th November - Returning Saturday 9th November.

Plane tickets and accommodation will have to be booked early in the semester to ensure availability and value. Details to follow.

## SPATIAL STUDY MODEL EXERCISE

Buildings in Rome and Dublin have been selected, and groups of students will be allocated to research and model each building.

- Pantheon: Roman empire, 2nd Century AD
- Tempietto: Bramante, 1502
- San Carlo alle quattro fontane: Borromini, 1646
- Trajan's market: 1st Century AD
- Santa Sabina: Early Christian, 5th Century and later
- Palazzo Spada: Perspective gallery, Borromini, 17th Century
- San Andrea al Quirinale: Bernini, 1670
- Basilica Maxentius: Late Roman empire 4th Century
- Santo Stefano Rotondo: 5th Century
- San Clemente: Early Christian, 4th Century and later
- Sant'Ivo alla Sapienza: Borromini, 1660
- Teatro Marcello: 13BC
- Campidoglio: Michelangelo, 1546
- Santa Maria della Pace: 1482
- The Casino at Marino: Chambers, 1775 (for those not travelling to Rome)



**Each group is asked to produce the following:**

**1:200 model of their building in context**

**1:50 model of the building (or part thereof)**

**Chapter on the building for the Rome guide book - research material and text as outlined below**

**The Casino at Marino will be compiled in a separate guide book.**

**Each individual will be asked to make a 1:20 detail model of some part of their building**

Division of labour within each group is to be agreed with the group tutors.

Preparatory studies will be required. This will involve some background research into the history of the building. Use the library resources to assemble a collection of writings, drawings and images of the buildings. The followings sources should be consulted:

Historic research - books & articles

Journals

Drawings

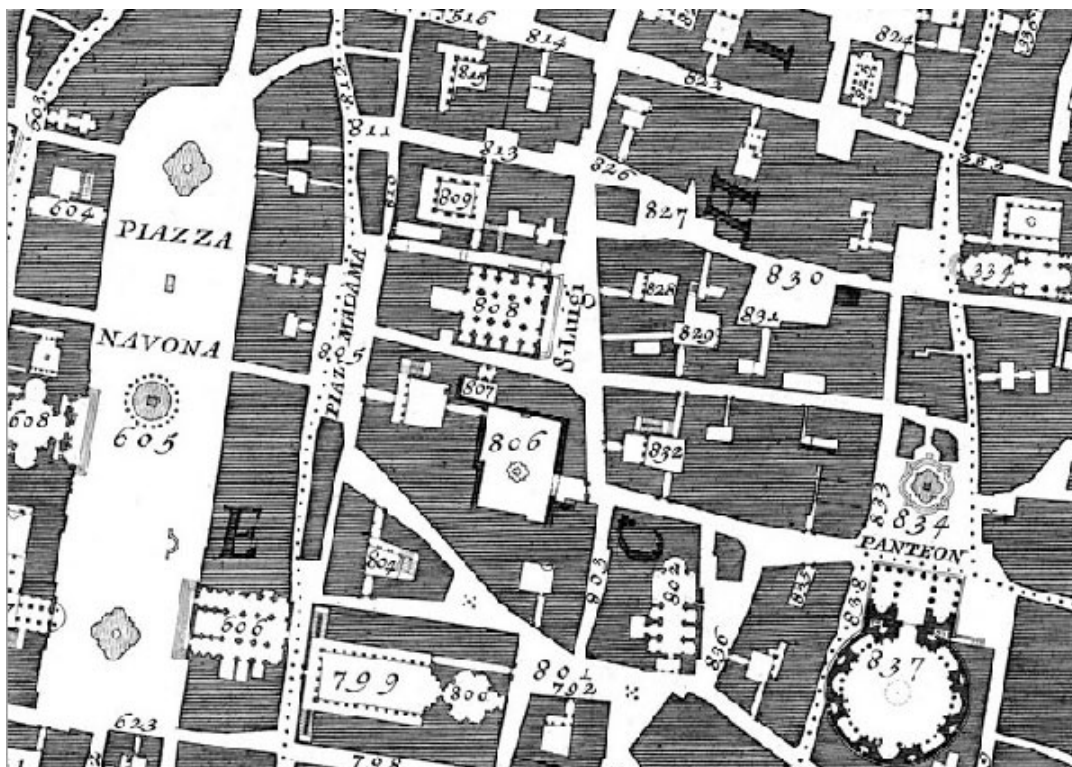
Photographs

Film

Literature

Paintings, drawings, engravings, sketchbooks

The final presentation of the building on Friday 1st November should include all site plans, general plans, sections and elevations of the buildings, drawings and photographs, history of the building and biography of the architect - in addition to the study model. This information should be collectively compiled to form guide books (Rome & Dublin) using the prescribed In-design format.



## MODELS

The models are to be constructed in brown card.

Each group should prepare outline sketches of the spaces in plan, section and elevation before setting out the model.

In constructing the models, each group will consider the building under the following headings and divide the work among the group accordingly:

### \* Structure and openings

Careful construction of the space based on scaled drawings or comparative study of photographs. It is important that this be as correct as possible. Each space will be constructed to stand firmly on its own. Walls should have correct scaled thicknesses.

### \* Scale

The resources available to work from are often at different scales or sometimes imperial scales, care must be taken in conversion and a scale rule used at all times.

In other senses the 'scale' of the spaces change from that of the hand, to the body, to the house, to the street.

### \* Surfaces, finishes, colour and textures

It is important that where possible these be incorporated into the model, they have an important effect on the quality of the spaces, both visually and aurally. Very little is accidental in these buildings, every colour is there for a purpose, practical or academic.

### \* Light

Openings need to be of the correct depth and incorporate correct glazing and screens so that the quality of light in these spaces can be accurately modelled and studied.

### \* Space within the context of the building

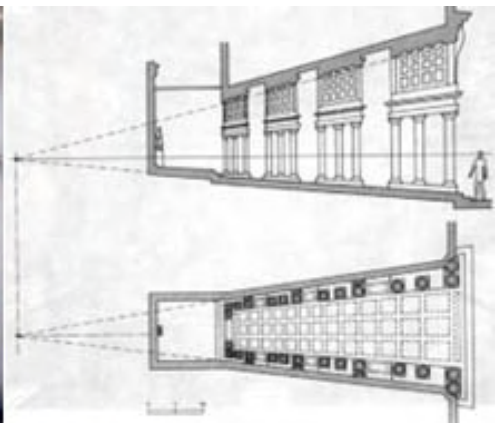
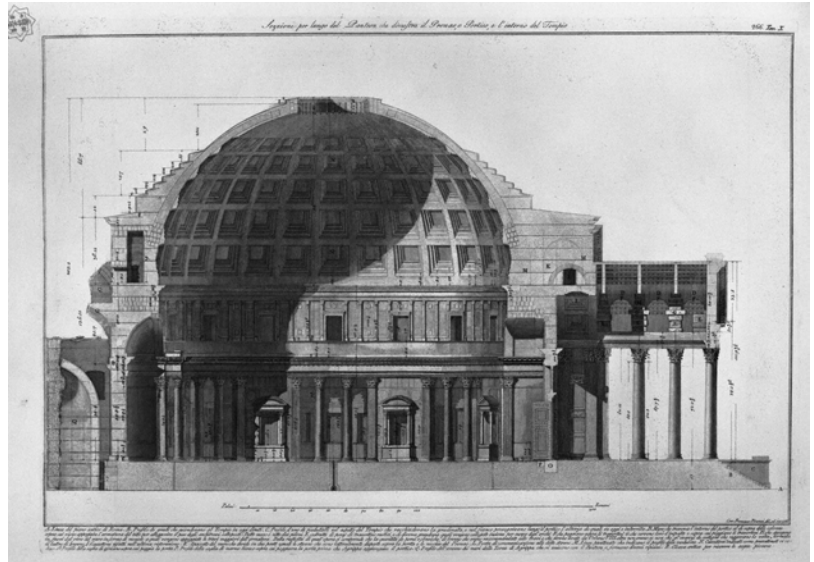
How is this room entered? From where is it seen? Does it provide light or space to an adjoining space? How does it connect to other rooms?

### \* Use and patterns of use

What purpose was the space designed to serve? Did it have a previous life with another use? How would it have been used in the past?

### \* Details & Junctions

Important details should be modelled where possible. Junctions of different materials and structures must be noted.



## **WEEK 1**

### **Monday 21st October**

2.30pm Introduction to Memo 3, Red Room & allocation of buildings

3.30pm Library workshop, Red Room

4.30pm Building research in Richview Library

Note: Several books have been put on reserve in the library

*Readings - From 'Between Silence and Light' John Lobell (Louis Kahn)*

### **Wednesday 24th October**

4.00pm Presentation of building research, pinned up in the Red Room -  
Each group is to present an A1 sheet of research material: text, plans, sections, elevations, drawings, photographs

5.00pm Group Tutorials. Subdivision of work within each group is to be agreed with tutors

### **Friday 26th October**

2.30pm Draft chapter for guide booklet to be presented - cut and paste A4 sheet  
In-design workshop with Tom O'Brien - one member from each group to attend  
Group Tutorials: Review of model diagrams with dimensions, and sketch models



## WEEK 2

### **Monday 28th October** (Bank Holiday)

Ongoing model work  
Guide books to be completed

*Reading - The lesson of Rome, Le Corbusier*

### **Wednesday 30th October**

2.30pm Rome Trip - talk

3.00pm Group tutorials: Review of 1:200 / 1:50 models & proposals for 1:20 individual models

### **Friday 1st November**

4.00pm Presentation of final building models - group and individual, Red Room  
Presentation of Rome and Dublin guide books

## WEEK 3

### **Monday 5th November**

2.30pm Distribution of guide books  
Photography of models - photographic studio & quadrangle

### **Wednesday 7th- Sunday 11th - Rome**

Trip Rome, three full days guided walks, sketching of buildings, tours of sites and good eating.

Exercise The creation of one full **A4 sketchbook** per student, this will document studies of their allocated building on site. It will also cover all other buildings visited, details, perspective sketches, etc.  
NOTE: Each student is to purchase a separate hardback A4 sketchbook for the Rome trip

### **Wednesday 7th - Dublin**

Trip Visit to Casino at Marino.

Exercise Recording in notebook recording details, perspective sketches and sketch plans, elevations and sections

### **Friday 9th - Dublin**

2:30 Review of Casino drawings



**ARCT 10010 Memo 3 Groups**

ARCT 10010 Memo 3 Groups			PRECEDENT STUDY MODELS			
No	Full Name	GROUP				
1	Adnan, Mohammed	1	1	Pantheon: Roman empire, 2nd Century AD		
2	Ahmed, Sarah	2		JENN O'DONNELL		
3	Al-Akari, Marwan	15				
4	Alkadhimi, Astabr F.	3	2	Tempietto: Bramante, 1502		
5	Almohsen, Murtada	4		CIARA		
6	Alotaibi, Hawazen K.	5				
7	Basquel, John	6	3	San Carlo alle quattro fontane: Borromini, 1646		
8	Bearse, Simon	7		AOIBHEANN		
9	Beck, Matthew S.	8				
10	Bueche, Kenton C.	9	4	Trajan's market: 1st Century AD		
11	Burns, Roisin	10		MATT		
12	Chipimo, Michelle	11				
13	Choppa, Daniel	12	5	Santa Sabina: Early Christian, 5th Century and later		
14	Church, Ronan	13		CHRIS		
15	Clinton, Dawn	14				
16	Cooney, Emma	1	6	Palazzo Spada: Perspective gallery, Borromini, 17th Century		
17	Courtney, John	2		SARAH		
18	Crowley, Brian	15				
19	Demirdogen, Christopher	3	7	San Andrea al Quirinale: Bernini, 1670		
20	Deng, Aisling	4		MARK		
21	Devlin, Frank	5				
22	Dillon, Anna L.	6	8	Basilica Maxentius: Late Roman empire 4th Century		
23	Enkhat, Minjmaa	7		TOM		
24	Flynn, Zoe	8				
25	Forde, Jordan M.	9	9	Santo Stefano Rotondo: 5th Century		
26	Fuller, Elizabeth E.	10		MERLO		
27	Gallagher, Cliona	11				
28	Georgieva, Stefany	12	10	San Clemente: Early Christian, 4th Century and later		
29	Hand, Matthew	13		JENNY O'LEARY		
30	Hogan, Harry	14				
31	Holohan, Samuel	1	11	Sant'Ivo alla Sapienza: Borromini, 1660		
32	Horan, Edward	2		MERLO		
33	Ivers, Hugh A.	3				
34	Kehoe, Nicola	4	12	Teatro Marcello: 13BC		
35	Killeen, Leo	5		PETER		
36	Laffan, Shaun	6				
37	Lee, Rachel A.	7	13	Campidoglio: Michelangelo, 1546		
38	Levine, Jonathan	8		GEOFF		
39	Mac Adhaimh, Seamus	9				
40	Mac Grianna, Shane	10	14	Santa Maria della Pace: 1482		
41	Maguire, Jenny	11		MARK		
42	Malkan, Mallika	12				
43	Mc Cullough, Iseult	13	15	The Casino at Marino: Chambers, 1775		
44	Mc Evoy, Gemma	14		AOIBHEANN		
45	Mc Ginn, Anthony	1				
46	Mc Namara, Cathal	2				
47	Meenaghan, Ryan	3				
48	Molloy, Peter	4				
49	Murphy, Matthew	15				
50	Ni Eochagain, Aoife	5				
51	Nolan, Martin	6				
52	O Cionnaith, Ferdia	7				
53	O Connor, Rebecca	8				
54	O Donnell, Lily	9				
55	O Halloran, Aoife	10				
56	O Halloran, Sofia	11				
57	Ollendorf, Alexander	12				
58	O Neill, Naoimh	13				
59	Owens, Isobel	14				
60	Plunkett, Padraig	1				
61	Quinn, Chloe L.	2				
62	Quirey, Megan I.	3				
63	Roberts, Jonathan R.	4				
64	Rudzinski, Hubert	15				
65	Ryan, Niamh	15				
66	Sardeng, Eddie B.	5				
67	Sherry, Keith	6				
68	Sweeney, Adam	7				
69	Tatton, Tomas F.	8				
70	Tuite, Alex	9				
71	Viscusi, Luke	10				
72	Wilson, Matthew	11				
73	Yao, Yini	12				
74	Yore, Laura	13				

### STUDIO PROJECT NO.3: TRAVEL MODELS

In preparation for your study trip to Barcelona you are to research the particular buildings and urban spaces we intend to visit there. The intention of this project is to equip the class with specific knowledge of these buildings, as well as providing an opportunity to test your initial understanding against the reality.

Groups of 4 students are to research a given building, gather all the available information and become familiar with its organisation and intention. Each student should make sketch drawings of the plans and sections in their notebook, drawings which will then be used to explain the building to the class during our visit. Each group should then make 4/5 no. models (1 per student) of the building, showing abstractions of the project at different scales, from strategy to detail. You might for example consider representing aspects such as form in urban context, organisation, circulation, structure, skin, daylighting , etc.

These models should be made with an A6 dimension in plan, should be constructed entirely using Ivory Board, and should be designed so that they can be easily transported on the trip.

Each group will then be asked to use their sketches and models to present the project to the class when we arrive at the building during the trip. Each student should then carefully photograph their model in the building, studying the relationship between their study and the built reality. These photographs will then form part of the portfolio submission.

#### TASK (In groups)

- Research your assigned building using books, periodicals and the internet.
- Make clear sketches of the plans and sections in your notebook.
- Make an A6 Ivory Board model of the building at a scale agreed with the group. This model needs to be easily transportable.
- Present the building to the class during the trip using the models and sketches.
- Photograph your model within the building.

#### TIMETABLE

Mon 3rd March	Project Hand-Out
Friday 7 <sup>th</sup> March	1.00pm Work to be handed . 3.00pm Sharp Review of travel models and drawings and, Wendy Barrett slideshow lecture on Barcelona
9 <sup>th</sup> – 14 <sup>th</sup> March Class trip:	Presentation and photography in context

## BARCELONA TRAVEL MODELS

### BUILDINGS

1. Berenguer de Montagut Santa Maria Del Mar, 1383, *including*  
Carme Fiol Costa Placa del Fossar de les Moreres, 1982
2. Ildefons Cerdà Eixample Urban Plan 1859, *including*  
Jeroni Granell i Barrera Passatge Permanyer 1864 *and*  
Andreu Arrriola, Carme Ribas Pati de les Aigües, 1987
3. Antoni Gaudí Casa Mila, 1910
4. Mies van de Rohe Barcelona Pavilion, 1929
5. Jose Lluís Sert Dispensari Central Antituberculos, 1938
6. Jose Antonio Coderch Casa de La Marina, 1954
7. Jose Antonio Coderch Banco Urquijo, 1967
8. Bach + Mora Placa del Sol, 1985
9. Josep Llinas Calle Carme Housing 1995
10. EMBT Mercat di Santa Caterina, 1997 *including* housing
11. RCR Pabellon del Bagno Tussols-Basils, Olot, 1998 *and*  
Estadio Tussols-Basils, including Pabellon 2X1, Olot, 2002
12. Josep Llinas Biblioteca Vila de Gracia, 2002
13. Josep Llinas Biblioteca Jaume Fuster 2005
14. RCR Biblioteca Sant Antoni, 2007

### STUDENT GROUPS

1. Sadhbh Hynes, Pierce Byrne, Carole O'Riordan Susan Nakazibwe,
2. Cameron Folens, Eva Bane, Ronan Healy, Phuc Le
3. Liam Naessens, Niamh Lowney, Imogen Flynn, Stephen Henry
4. Sarah Kelly- Hannon, Vanessa Kelada, Cian Mc Kenna,
5. Cian Neville, Nicola Blake, Ronan O'Gorman, Magdalena Naumczyk
6. Brendan Costello, Ivor O'Brien, Karolina Kapusta, William Hickey,
7. Chloe Snell, Jonathan O'Donnell, Marhrukh Shah, Oisin Clancy,
8. Shane O'Reilly, Stephen Gotting, Gillian Kavanagh, Michael Cullinane,
9. Tagdh Charles, Ronan O'Domhnaill, Eoghan O'Neill, Ali Mc Mahon,



10. Karl Corbett, Stephen Kelly, Alannah Holmes, Luke Peppard
11. Laura Doyle, Alex McHugh, Lauren Walsh, Christian Smith,
12. Patrick Kelly, Deirdre Kiernan, Lee Kennedy, Bing Cheng,
13. Aileen Crowley, Conor Hyland, Juliette Gobet Luke O'Neill,
14. Mark Kavanagh, Aoife-Marie Buckley, Naoise Greene, Holly Campbell,

## **Itinerary Second Year Trip 2014: Barcelona**

### **Sunday 9th March**

**10:00** Santa Maria del Mar – Assemble in Placa del Fossar de les Moreres, Placa Del Rei, Salo Tinell

**14:00** Lunch/Walk towards Eixample – via Via Laietana to see Palua de la Musica Catalana en route to Passeig de Gracia **or** around Catedral & Casa de l’Ardiaca then up along Av, del Porta de l’Angel to Passeig de Gracia

**15:30** Introduction to Eixample, at Placa Catalunya – proceed up Passeig de Gracia, - note Joieria Roca, (Sert Shopfront), bench lights and pavings slabs Passatje Permanyer, Pati de Les Aigues, Manzana de la Discordia – Casa Lleó Morera, Casa Amatller, Casa Batlló

**17.15** Casa Mila, Antoni Gaudi 1910; Visits: 17:30,

**19:30** Return to Hostel

### **Monday 10th March**

**09:30** Assemble at Mercat Santa Caterina, and Housing, note archaeological remains at rear of market and housing. Walk west along Av de la Catedral, noting Roman Gate to Carrer del Bisbe & Collegi d’Arquitectes de Catalunya building opposite with Picasso reliefs.

**11:00** Calle Carme Housing, Josep Llinas

**12:30** Dispensario Central Antituberculosis, Josep Lluís Sert 1938

**14:00** Lunch – graze in Mercat San Antonio, and sketch market (Antoni Rovira I Trias)

**15:00** Biblioteca San Antoni, RCR

**17:00** Barcelona Pavilion Reconstruction, Mies van der Rohe 1929/1986: Group visits

– Note possible to also visit CAIXA Foundation – Le Corbusier An Atlas of Modern Landscapes after Barcelona Pavillion. Walk or metro back into town and Hostel

### **Tuesday 11th March**

**09:30** Meet at Lesseps metro Station, Plaça Lesseps, Albert Viaplana

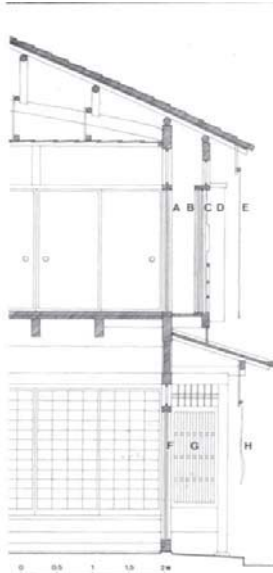
**09:45** Biblioteca Jaume Fuster, Joseph Llinas

Walk downhill through Plaças de Gracia,- Plaça de Trilla, Bach + Mora 1984, - Placa de La Virreina, Bach + Mora 1984

**11.00** Plaça del Sol: Linger, observe, survey and draw. Proceed downhill via - Biblioteca Vila de Gracia, Joseph Llinas - Josep Ma Jujol School, Bach + Mora,

**14.00** L6 from Gracia to La Bonanova (FGC)

## BRIEF 05 –BARCELONA



ABOVE: Wooden lattice work; CENTRE: Split cloth curtain; BELOW: Section through an i-mise type dwelling: translucent sliding shoji (A), transparent sliding glass panels (B), solid sliding wooden rain shutters (C), storage box for rain shutters (D), hanging reed or bamboo blinds (E), sliding wooden latticed entrance door (F), latticed window (G), split curtain (H)

### Choose

Choose a window or door + wall to study in a project that you visit in Barcelona. Explore and analyse the making of the window/door and the space to which it relates, inside, and out, through your sketches and drawings

### Make:

Make an A6 Booklet by folding an A4 sheet. Make a perspective sketch on the cover include the name and location of the Building, the name of the Architect, the year of construction and your name. Use the subsequent pages of your booklet to analyse and communicate the characteristics of your study window.

### Think about

Threshold: How the inside and the outside worlds are connected through your window/door ...how light, view and air are enjoyed by the inhabitants of your selected room

How is the ope integral to the design of the room? What are the wall and window made of, how is the ope formed?

What are the dimensions and arrangement of the frame?

Details...proportion...dimension...beauty.

### Draw:

- Perspective.
- Sketch Plan, Section and Elevation to the same scale - Section and Elevation to be aligned with each other.
- Internal and External Elevation (of the window in context)
- 1:5 and 1:10 Detail sections of wall and window head, cill and jamb conditions (large scale)

### Note:

Bring: drawing equipment pencil/pens, colour, A4 tracing pad with graph paper insert sheet, scale, tape measure, camera, compass.

Books to be submitted to Marcus when compete, and before the end of the trip.

Each detailed sketch is to be accompanied by a graphic scale, a location key and annotated in legible hand writing.



### **3.4.4 Administrative Structure & Governance**

#### **a) Architecture Programme Board Terms of Reference**



*Revised by Academic Council 1 March 2012*

*Revised by Academic Council 9 May 2013*

## **The UCD Architecture Taught Programmes Board Terms of Reference**

### **1. Purpose and Function of the Board**

- 1.1. The Architecture Taught Programmes Board is responsible to the relevant University Programme Board and to Academic Council 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 Taught Programmes Board, subject to review by the relevant University Programme 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 relevant University Programme 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 relevant University Programme Board 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. 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
  - (x) Monitor progression and completion rates of taught students.
  - (xi) 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 (or the Dean of Architecture acting on the delegated authority of the Programme Board) proposes a change to the programme that has significant resource implications outside this formal planning process, they 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 and academic 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 Dean of Architecture shall be Chair of the Architecture Programme Board.
- 2.7. The Programme Board shall support the Dean of Architecture in fostering fruitful relationships with external and professional bodies, other stakeholders and alumni relevant to the programmes.
- 2.8. 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 Dean of Architecture shall be entitled to chair, or nominate the chair, of any sub-committee established by the Board.
- 2.9. The Programme Board can nominate as many Programme Coordinators as necessary, and determine their roles and responsibilities, on the recommendation of the Dean of Architecture with the approval of and the Principal of the College of Engineering and Architecture.
- 2.10. The Board may appoint individual co-ordinators for different aspects of the programmes within its remit, and determine their roles and responsibilities, on the recommendation of the Dean of Architecture with the approval of the Principal of the College of Engineering and Architecture.
- 2.11. 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.
- 2.12. The Programme Board shall hold a Programme Forum, at least once per semester. The Programme Forum should include all academic staff involved in the delivery of the programmes within the remit of the Board. The major strategic and operational decisions facing 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 will be *ex-officio* Head of School of Architecture and respective appointments are co-terminus.

- 3.2. The Dean of Architecture 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
  - (iv) Two academic members from the disciplines of Architecture and Landscape Architecture
- 3.3. 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.
- 3.4. The Dean of Architecture shall, in respect of each of the programmes within the remit of the Architecture Programme Board,
- (i) Chair and ensure the proper, effective and efficient and operation of the Programme 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) Work with the Programme Board and the University to ensure that the programme meets the required standard for national/international accreditation
  - (ix) Build and develop the internal and external profile of the programme
  - (x) Liaise and build effective relationships with external and professional bodies, other stakeholders and alumni relevant to the programme
  - (xi) Perform ceremonial and representative roles in respect of the programme
  - (xii) Perform such other duties as may be assigned by the President or the Registrar.
- 3.5. The Dean of Architecture may make decisions in regard to the programmes within the remit of the Architecture Programme Board, or the students applying to or registered to those programmes, on the delegated authority of the Programme Board.
- 3.6. The Dean may be supported in their responsibilities by an Associate Dean. The role and responsibilities of Associate Deans shall be aligned to University level academic leadership role descriptions
- 3.7. The Dean of Architecture shall be an *ex officio* member of the Executive of the School of Architecture and of the relevant University Programme Board.
- 3.8. Where the Dean of Architecture has concerns regarding the resources available to operate and develop the programme, the Dean may, following consultation with the Registrar raise such concerns directly with the President.
- 3.9. Where the Dean of Architecture 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.
- 3.10. The Dean of Architecture, will report and be accountable, via the College Principal and Registrar to the President.

#### **4. Composition of the Board**

4.1. The following shall be voting members of the Board

- (i) Dean of Architecture (Chair)
- (ii) Vice Principal for Teaching and Learning, College of Engineering and Architecture
- (iii) Vice-Principal for Research and Innovation
- (iv) Director of the Graduate School
- (v) Programme Co-ordinators
- (vi) Heads of School of
  - a) UCD School of Architecture (or nominee)
  - b) UCD School of Agriculture & Food Science (or nominee)
  - c) UCD School of Civil, Structural & Environmental Engineering (or nominee)
- (vii) The senior member of academic staff responsible for the following disciplines:
  - a) Architecture
  - b) Landscape Architecture
- (viii) Two academic members nominated by the Registrar
- (ix) Architecture International Co-ordinator
- (x) Two student members nominated by the Students' Union

4.2. The following shall be non-voting members of the Board

- (i) School Head of Teaching and Learning (those who are not members of the Programme Board)
- (ii) Chairs of Programme Board sub-committees who are not members of the Programme Board
- (iii) The Director of the Engineering and Architecture Programme Office
- (iv) The Architecture Programme Manager
- (v) The most senior student adviser associated with the programme should be a non-voting member of the Programme Board.

4.3. The Architecture Programme Manager will normally act as Secretary to the Board

#### **5. Conduct of Business:**

5.1. The Architecture Programme Board should meet at least 2 times per semester; meetings shall be aligned to the schedule of meetings of the appropriate University committees.

5.2. The meetings of the Board shall be convened by the Dean of Architecture. A minimum of seven days notice of a meeting shall be given for a meeting.

5.3. Where the Dean is unable to attend a meeting of the Board, the Dean may nominate a member of the Board to act as chairperson for that meeting.

5.4. 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.

5.5. A meeting shall be considered to have a quorum when one third of the members entitled to vote are present or represented.



**b) Architecture Programme Board Membership 2013/2014**

<b>UCD College of Engineering &amp; Architecture</b>	
<b>Architecture Programme Board – Membership 2013/2014</b>	

<b>Chair of Programme Board</b>	Professor Hugh Campbell
<b>Associate Dean of Architecture</b>	Mr Daniel Sudhershan
<b>College Vice-Principal for Teaching and Learning</b>	Professor Colm O'Donnell
<i><b>Heads of Schools (or their nominees)</b></i>	
<b>School of Architecture</b>	Professor Hugh Campbell
<b>School of Civil, Structural &amp; Environmental Engineering</b>	Dr Amanda Gibney
<b>School of Agriculture, Food Science &amp; Veterinary Medicine</b>	Dr John Fry
<i><b>Heads of Areas of Study/Disciplines (or their nominees)</b></i>	
<b>Architectural Design</b>	Professor John Tuomey (Sabbatical - Semester One 2013.2014)
<b>Landscape Architecture</b>	Dr Karen Foley
<i><b>Co-ordinators of Degree Options</b></i>	
<b>BSc (Architectural Science) &amp; BArch/MArch</b>	Mr Daniel Sudhershan
<b>CESUGA BSc (Architectural Science) &amp; BArch/MArch</b>	Mr Michael Pike & Ms Dorothy Jones
<b>Professional Diploma (Architecture)</b>	Ms Orla Hegarty

<b>BSc Landscape Architecture</b>	Dr Karen Foley
<b>Master of Architectural Science (Conservation Heritage), (Energy and Environment), (Urban Design), (Landscape)</b>	Dr Elizabeth Shotton
<b>Architecture International Co-ordinator</b>	Mr Gerry Cahill
<b>Student Representatives</b> 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 Ciáran Devenney, Engineering & Architecture Conveyor, Students' Union  Mr Cian Mckenna (Stage Two, Arch)  Mr Andrew Kirwan (Stage Three, Arch)
<b><i>Non-Voting Members</i></b>	
<b>School Head of Teaching &amp; Learning</b>	Dr Samantha Martin-McAuliffe
<b>Programme Office Director</b>	Ms Sue Philpott
<b>Architecture Programme Manager</b>	Ms Erin O'Malley
<b>Graduate School Manager</b>	Ms Fionnula McGowan
<b>Student Adviser</b>	Ms Joanna Long
<b>Registry Observer</b>	Ms Susan Mulkeen (Admissions)

**Note:** 1) Certain individual members of academic staff may hold than one position on the Board  
 2) Ms Erin O'Malley BSc and BArch/MArch Programme Manager will act as minute-taker and undertake the administration of the Board

**UCD College of Engineering & Architecture  
 Architecture Programme Board – Membership 2011/2012**

<b>Chair of Programme Board</b>	Professor Hugh Campbell
<b>Associate Dean of Architecture</b>	Mr Daniel Sudhershan
<b>College Vice-Principal for Teaching and Learning</b>	Professor Colm O'Donnell
<b>Heads of Schools</b> (or their nominees)	
<b>School of Architecture</b>	Professor Hugh Campbell
<b>School of Civil, Structural &amp; Environmental Engineering</b>	TBC
<b>School of Agriculture, Food Science &amp; Veterinary Medicine</b>	Dr John Fry
<b>Heads of Areas of Study/Disciplines</b> (or their nominees)	
<b>Architectural Design</b>	Professor John Tuomey
<b>Landscape Architecture</b>	Dr Karen Foley
<b>Co-ordinators of Degree Options</b>	
<b>BSc (Architectural Science) &amp; BArch/MArch</b>	Mr Daniel Sudhershan
<b>CESUGA BSc (Architectural Science) &amp; BArch/MArch</b>	Mr Michael Pike & Ms Dorothy Jones
<b>Professional Diploma (Architecture)</b>	Ms Orla Hegarty
<b>BSc Landscape Architecture</b>	Dr Karen Foley
<b>Master of Architectural Science (Conservation Heritage), (Energy and Environment), (Urban Design)</b>	Dr Finola O'Kane Crimmins
<b>Student Representatives</b>  Student representatives to be nominated by Students' Union, who will be entitled to nominate one representative for every five academics on the Programme Board.	Ms Maedhbh O'Rourke (Stage One Architecture)  Mr Cian Dowling, Student's Union - Engineering & Architecture Programme Officer

<b><i>Non-Voting Members</i></b>	
<b>School Head of Teaching &amp; Learning</b>	Dr Samantha Martin-McAuliffe
<b>Programme Office Director</b>	Ms Sue Philpott
<b>Architecture Programme Manager</b>	Ms Erin O'Malley
<b>Graduate School Manager</b>	Ms Fionnuala McGowan (Acting)
<b>Student Adviser</b>	Ms Colleen Doyle
<b>Registry Observer</b>	Ms Kathy Murphy (Student Recruitment)
<b>Note:</b> 1) Certain individual members of academic staff may hold than one position on the Board 2) Ms Erin O'Malley BSc and BArch Programme Manager will act as minute-taker and undertake the administration of the Board	

### **3.4.8 Professional Degrees and Curriculum**

#### **a) MArch Programme Map 2013-2014**

# UCD Architecture

## MArch Programme Structure 2013-14

### Year 1 (Upper School)

ARCT 40040  
Architectural Design VII

CORE 15ECTS

ARCT 40010  
Design Technologies I

CORE 5ECTS

OPTION 5ECTS

OPTION 5ECTS

ARCT 40050  
Architectural Design VIII

CORE 15ECTS

ARCT 40060  
Design Technologies II

CORE 5ECTS

ARCT 40080  
Research and Innovation in  
the Designed Environment II

CORE 5ECTS

OPTION 5ECTS

#### OPTIONS SEMESTER I 5ECTS

*RULE: Students intending to take an Erasmus Exchange in Semester 2 must take ARCT 40020 Research & Innovation in the Designed Environment I as their Option Module in Semester I*

ARCT 40020 Research & Innovation in the Designed Environment I  
(Offers variable options within the module)

ARCT 40030 Realising Built Projects  
ARCT 40170 Conservation: History, Theory & Policy  
ARCT 40300 Research Methods

ARCT 40640 Sustainable Building Design and Performance I

ARCT 40660 Introduction to Urban Design  
ARCT 40850 Architecture or Society  
PEP 40100 GIS

#### OPTIONS SEMESTER II 5ECTS

ARCT 40450 Disseminating Architecture  
ARCT 40290 Case Studies and Reflective Practice

ARCT 40730 Materials and Technology I  
(in Conservation)

ARCT 40630 Sustainable Building Design and Performance II

ARCT 40180 Urban Design Theory

### Year 2 (Upper School)

ARCT 40190  
Professional Studies II

CORE 5ECTS

ARCT 40740  
MArch Making is Thinking

CORE 5ECTS

ARCT 40590  
Masters Design Option

CORE 10ECTS

ARCT 40610  
Masters Architectural  
Dissertation

CORE 10ECTS

ARCT 40600  
Masters Design Thesis  
Seminar

or

ARCT 40760  
Advanced Design Thesis  
(Applies to MArch  
Advanced Entry Only)

CORE 30ECTS

**b) MArch Curriculum Overview (ICCM) 2013-2014**

**ICCM 2013 V.8**Programme: **MTARCH001 Master of Architecture**Major: **T273**School: **School of Architecture****Two Stage 120-Credit Programme****STAGE 1 Master of Architecture****Core**

Semester	Module Code	Module Title	Credits	Level
SEM_1	ARCT 40040	Architectural Design VII (Offers variable within the module)	15 Credits	level: 4 (Masters)
SEM_1	ARCT 40010	Design Technologies I	5 Credits	level: 4 (Masters)
SEM_1		<b>Option Module</b>	<b>5 Credits</b>	<b>level: 4 (Masters)</b>
SEM_1		<b>Option Module</b>	<b>5 Credits</b>	<b>level: 4 (Masters)</b>
Semester	Module Code	Module Title	Credits	Level
SEM_2	ARCT 40050	Architectural Design VIII (Offers variable within the module)	15 Credits	level: 4 (Masters)
SEM_2	ARCT 40060	Design Technologies II	5 Credits	level: 4 (Masters)
SEM_2	ARCT 40080	Research & Innovation in the Designed Environment II (Offers variable options within the module)	5 Credits	level: 4 (Masters)
SEM_2		<b>Option Module</b>	<b>5 Credits</b>	<b>level: 4 (Masters)</b>

**Option Modules**

**RULE:** Students intending to take an Erasmus Exchange in Semester 2 must take ARCT 40020 Research & Innovation in the Designed Environment I as their Option Module in Semester 1

**3 OF: Choose 3 option modules:**

Semester 1	Module Code	Module Title	Credits	Level
SEM_1	ARCT 40020	Research & Innovation in the Designed Environment I (Offers variable options within the module)	5 Credits	level: 4 (Masters)
SEM_1	ARCT 40030	Realising Built Projects	5 Credits	level: 4 (Masters)
SEM_1	ARCT 40170	Conservation: History, Theory & Policy	5 Credits	level: 4 (Masters)
SEM_1	ARCT 40300	Research Methods	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	ARCT 40850	Architecture or Society	5 Credits	level: 4 (Masters)
SEM_1	PEP 40100	GIS	5 Credits	level: 4 (Masters)
Semester 2	Module Code	Module Title	Credits	Level
SEM_2	ARCT 40450	Disseminating Architecture	5 Credits	level: 4 (Masters)
SEM_2	ARCT 40290	Case Studies and Reflective Practice	5 Credits	level: 4 (Masters)
SEM_2	ARCT 40730	Materials and Technology (in Conservation) I - New	5 Credits	level: 4 (Masters)
SEM_2	ARCT 40630	Sustainable Building Design and Performance - II	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)
SEM_1	ARCT 40190	Professional Studies II	5 Credits	level: 4 (Masters)
SEM_1	ARCT 40740	MArch Making is Thinking	5 Credits	level: 4 (Masters)
SEM_1	ARCT 40590	Masters Design Option	10 Credits	level: 4 (Masters)
SEM_?		<b>Option Module</b>	<b>30 Credits</b>	<b>level: 4 (Masters)</b>

**Option Modules**

**RULE:** Important: MArch Advanced entry students (i.e. Holders of B.Arch degree or equivalent) must select ARCT40760 Advanced Design Thesis offered in Sem 2. ALL other MArch students select ARCT40600 Masters Design Thesis Seminar which is a year-long module.

**1 OF: Choose 1 option module:**

Semester 1	Module Code	Module Title	Credits	Level
YEAR	ARCT 40600	Masters Design Thesis Seminar	30 Credits	level: 4 (Masters)
Sem_2	ARCT 40760	Advanced Design Thesis	30 Credits	level: 4 (Masters)

**CREDIT SUMMARY**

Module Type	Stage 1 Credits	Stage 2 Credits
Core	45	30
Option	15	30
Elective	0	0
<b>Total</b>	<b>60</b>	<b>60</b>
<b>Programme Total = 120 Credits</b>		



**c) BSc Arch Programme Map 2013-2014**

# UCD Architecture

## BSc Architectural Science (Hons)

### SEMESTER I

#### Stage 1 (Foundation Year)

ARCT 10010  
Architectural Design I  
  
CORE 15 ECTS

ARCT 10030  
Architecture and its  
Environment  
CORE 5 ECTS

ARCT 10120  
Into Practice  
CORE 5 ECTS

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

#### Stage 2 (Middle School)

ARCT 20010  
Architectural Design III  
  
CORE 15 ECTS

ARCT 20020  
The Indoor Environment  
CORE 5 ECTS

ARCT 20100  
Architectural Technologies II  
Building Frames & Skins  
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

ARCT 30120  
Imagining Architecture II  
CORE 5 ECTS

CVEN 30100  
Theory and Design of  
Structures II  
CORE 5 ECTS

### SEMESTER II

ARCT 10020  
Architectural Design II  
  
CORE 15 ECTS

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

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

CVEN 10020  
Theory and Design of  
Structures I  
CORE 5 ECTS

ARCT 20050  
Architectural Design IV  
  
CORE 15 ECTS

ARCT 20130  
Imagining Achitecture  
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 30030  
History & Theory IV  
Architecture, Urban & Land.  
CORE 5 ECTS

ARCT 30100  
Architectural Technologies V  
Integrated Building Process  
CORE 5 ECTS

**ELECTIVE 5 ECTS**

#### ELECTIVES

5 ECTS

ARCT 10080 - Visualisation and Photographic Technique  
ARCT 20080 - Visualisation and Representation

**d) BSc (Arch Sc) Curriculum Overview (ICCM) 2013-2014**

**ICCM 2013 V.4**  
**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 - <b>Perspectives on Architecture</b>	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: <b>Introduction to Building Envelope</b>	5 Credits	level: 1 (Introductory)	
SEM_2	ARCT 10070	His & Theory of Des Env II - <b>Survey Course 1</b>	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
<b>Total</b>	<b>60</b>

**SSS1\_S2 Architectural Science S2**

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

**In-Programme Electives:**

SEM_2	ARCT 20080	Visualisation and Representation	5 Credits	level: 2 (Intermediate)	
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CREDIT SUMMARY	
Module	Credits
Core	55
Option	0
Elective	5
<b>Total</b>	<b>60</b>

**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: <b>Systems, Production and Assembly</b>	5 Credits	level: 3 (Degree)	
SEM_1	ARCT 30120	Imagining Architecture 02	5 Credits	level: 3 (Degree)	
SEM_1	CVEN 30100	Theory & Design of Struct III	5 Credits	level: 3 (Degree)	
Semester 2	Module Code	Module Title	Credits	Level	
SEM_1	ARCT 30030	His & Theory of Des Env IV - <b>Architecture, Urban and Landscape</b>	5 Credits	level: 3 (Degree)	
SEM_2	ARCT 30040	Architectural Design VI	15 Credits	level: 3 (Degree)	
SEM_2	ARCT 30100	Architectural Technologies V: <b>Integrated Building Process</b>	5 Credits	level: 3 (Degree)	
SEM_2	<b>Elective</b>				

**In-Programme Electives:**

SEM_2	ARCT 10080	Visualisation and Photographic Technique	5 Credits	level: 1 (Introductory)	
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CREDIT SUMMARY	
Module	Credits
Core	55
Option	0
Elective	5
<b>Total</b>	<b>60</b>

## **e) School Timetables**



UCD - ARCHITECTURE

PROVISIONAL TIMETABLE

SECOND SEMESTER SESSION 2013/2014

Version: 14.June2013, 10.Nov2013/17.01.2014

		1st Year			2nd Year			3rd Year			BArch - 4th Yr / MArch - Year One		BArch - 5th Yr / MArch - Year Two	
Day	Time	Activity	Room	Activity	Room	Activity	Room	Activity	Room	Activity	Room	Activity	Room	
Monday	9:00-9:50													
	10:00-10:50													
	11:10-12:00	CVEN10020 T&D of Structures	AG G15	Imagining Architecture	RR	Imagining Architecture	RR							
	12:10-13:00	CVEN10020 T&D of Structures	AG G15	Imagining Architecture	RR	Imagining Architecture	RR							
	Lunch													
Tuesday	14:00-15:00	ARCT10020Arch. Design2	20120	ARCT20050 Arch. Design 4	Studio	ARCT30040 Arch. Design 6	Studio	ARCT40080 R&linDsgndEnv.2	MF/SMM	ARCT40080 R&linDsgndEnv.2	MF/SMM	ARCT40570 / ARCT 40600	Studio	
	15:00-16:00	ARCT10020Arch. Design2	20120	ARCT20050 Arch. Design 4	Studio	ARCT30040 Arch. Design 6	Studio	ARCT40080 R&linDsgndEnv.2	MF/SMM	ARCT40080 R&linDsgndEnv.2	MF/SMM	ARCT40570 / ARCT 40600	Studio	
	16:00-17:00	ARCT10020Arch. Design2	20120	ARCT20050 Arch. Design 4	Studio	ARCT30040 Arch. Design 6	Studio	ARCT40080 R&linDsgndEnv.2	MF/SMM	ARCT40080 R&linDsgndEnv.2	MF/SMM	ARCT40570 / ARCT 40600	Studio	
	17:00-18:00	ARCT10020Arch. Design2	20120	ARCT20050 Arch. Design 4	Studio	ARCT30040 Arch. Design 6	Studio	ARCT40080 R&linDsgndEnv.2	MF/SMM	ARCT40080 R&linDsgndEnv.2	MF/SMM	ARCT40570 / ARCT 40600	Studio	
Wednesday	9:00-9:50	ARCT10020 Drawing skills	Studio/RR	ARCT20050 Building Tech. De	MM Lab	ARCT30040 Arch. Design6(Tech)	Studio	ARCT40730 Materials&Technology	PA	ARCT40730 Materials&Technology	PA	ARCT40730 Materials&Tech	PA	
	10:00-10:50	ARCT10020 Drawing skills	Studio/RR	ARCT20050 Building Tech. De	MM Lab	ARCT30040 Arch. Design6(Tech)	Studio	ARCT40730 Materials&Technology	PA	ARCT40730 Materials&Technology	PA	ARCT40730 Materials&Tech	PA	
	11:10-12:00	ARCT10070 Survey Course 1	SMM	CVEN20040 T&D of Structures	MR N F15	ARCT30040 Arch. Design6(Tech)	Studio	ARCT40290 Case Studies and Rel	PA	ARCT40290 Case Studies and Rel	PA	ARCT40290 Case Studies at	PA	
	12:10-13:00	ARCT10070 Survey Course 1	SMM	CVEN20040 T&D of Structures	MR N F15	ARCT30040 Arch. Design6(Tech)	Studio	ARCT40290 Case Studies and Rel	PA	ARCT40290 Case Studies and Rel	PA	ARCT40290 Case Studies at	PA	
	Lunch													
Thursday	14:00-15:00	ARCT10020Arch. Design2	20120	ARCT20050 Arch. Design 4	Studio	ARCT30030 Arch. Urban&Lan	FOK RR	ARCT40060 DesignTech 2	ES	ARCT40060 DesignTech 2	ES	ARCT40570 / ARCT 40600	Studio	
	15:00-16:00	ARCT10020Arch. Design2	20120	ARCT20050 Arch. Design 4	Studio	ARCT30030 Arch. Urban&Lan	FOK RR	ARCT40060 DesignTech 2	ES	ARCT40060 DesignTech 2	ES	ARCT40570 / ARCT 40600	Studio	
	16:00-17:00	ARCT10020Arch. Design2	20120	ARCT20050 Arch. Design 4	Studio	ARCT30030 Arch. Urban&Lan	FOK RR	ARCT40060 DesignTech 2	ES	ARCT40060 DesignTech 2	ES	ARCT40570 / ARCT 40600	Studio	
	17:00-18:00	ARCT10020Arch. Design2	20120	ARCT20050 Arch. Design 4	Studio	ARCT30030 Arch. Urban&Lan	FOK RR	ARCT40060 DesignTech 2	ES	ARCT40060 DesignTech 2	ES	ARCT40570 / ARCT 40600	Studio	
Friday	9:00-9:50													
	10:00-10:50													
	11:10-12:00													
	12:10-13:00													
	Lunch													
Friday	14:00-15:00													
	15:00-16:00													
	16:00-17:00													
	17:00-18:00													

Stage 2 In-programme Electives: ARCT20080 Visualisation and Representation PJ (Need sound system)  
 Stage 3 In-programme Electives: ARCT10080 Visu.&PhotoTec.\*  
 MArch Option: ARCT 40730 Materials and Technology (in Conservation) I - PA MUBC; ARCT40180 UrbanDesign\*\*\* MF UDS; ARCT40450 Disseminating Archi.\*HC Varies/ ARCT40290 Case Studies and Reflective Practice  
 BArch In-programme Electives: ARCT 40730 Materials and Technology (in Conservation) I - PA MUBC; ARCT40180 UrbanDesign\*\*\* MF UDS; ARCT40450 Disseminating Archi.\*HC Varies/ ARCT40290 Case Studies and Reflective Practice  
**BArch - 5th Yr: ARCT 40570 BArch Design Thesis Studio** **MArch - Year Two: 40600 Design Thesis Seminar (Till Week 15) / 40610 - MArch Dissertation (Week 1 - 8)**

UCD - ARCHITECTURE

PROVISIONAL TIMETABLE

FIRST SEMESTER SESSION 2012/2013

		1st Year			2nd Year			3rd Year			BArch - 4th Yr / MArch - Year One			BArch - 5th Yr / MArch - Year Two		
Monday	9:00-9:50	ARCT10010	RR					CVEN 30100 T&DoI Structures	MR F14	PEP40100 GIS***	ARCT40190 Professional Studies	IDJ	P101			
	10:00-10:50	ARCT10010	Studio					CVEN 30100 T&DoI Structures	MR F14	PEP40100 GIS	ARCT40190 Professional Studies	IDJ	P101			
	11:10-12:00	ARCT10010	Studio				ARCT20100 BuildingFrames&Skin	RR			ARCT40020 R&linDsgndEnv.1	SMM	Varies			
	12:10-13:00	ARCT10010	Studio				ARCT20100 BuildingFrames&Skin	RR			ARCT40020 R&linDsgndEnv.1	SMM	Varies			
	Lunch															
	14:00-15:00	ARCT10010 Arch.Design1	Studio				ARCT20010 Architectural Design 3	Studio	ARCT30010 Arch. Design 5	Studio	ARCT40040 Arch. Design 7	Studio	ARCT40350 / 40590 / 40600			
	15:00-16:00	ARCT10010 Arch.Design1	Studio				ARCT20010 Architectural Design 3	Studio	ARCT30010 Arch. Design 5	Studio	ARCT40040 Arch. Design 7	Studio	ARCT40350 / 40590 / 40600			
16:00-17:00	ARCT10010 Arch.Design1	Studio				ARCT20010 Architectural Design 3	Studio	ARCT30010 Arch. Design 5	Studio	ARCT40040 Arch. Design 7	Studio	ARCT40350 / 40590 / 40600				
17:00-18:00	ARCT10010 Arch.Design1	Studio				ARCT20010 Architectural Design 3	Studio	ARCT30010 Arch. Design 5	Studio	ARCT40040 Arch. Design 7	Studio	ARCT40350 / 40590 / 40600				
Tuesday	9:00-9:50	ARCT10030 Arch & Environm.	PK MH				ARCT20100 Technology Studio	Studio	ARCT30090 BuildingTech. Dem	MM Lab	ARCT40170 Conservation***	FOK	MUBC			
	10:00-10:50	ARCT10030 Arch & Environm	PK MH				ARCT20100 Technology Studio	Studio	ARCT30090 BuildingTech. Dem	MM Lab	ARCT40170 Conservation***	FOK	MUBC			
	11:10-12:00	ARCT 10120 Into Practice	DS RR				ARCT20100 Technology Studio	Studio	ARCT30030 Arch.Urban&Lands	JO MH						
	12:10-13:00	ARCT 10120 Into Practice	DS RR				ARCT20100 Technology Studio	Studio	ARCT30030 Arch.Urban&Lands	JO MH						
	Lunch															
	14:00-15:00	ARCT10010 Technology Studio	Studio				ARCT20040 Survey Course 2	HC MH	ARCT30090 Technology Studio	Studio	ARCT40010 Design Tech 1	ES	RR			
	15:00-16:00	ARCT10010 Technology Studio	Studio				ARCT20040 Survey Course 2	HC MH	ARCT30090 Technology Studio	Studio	ARCT40010 Design Tech 1	ES	RR			
16:00-17:00	ARCT10010 Technology Studio	Studio				ARCT20040 Survey Course 2	HC MH	ARCT30090 Technology Studio	Studio	ARCT40010 Design Tech 1	ES	RR				
17:00-18:00	ARCT10010 Technology Studio	Studio				ARCT20040 Survey Course 2	HC MH	ARCT30090 Technology Studio	Studio	ARCT40010 Design Tech 1	ES	RR				
Wednesday	9:00-9:50						ARCT20020 The Indoor Environ.	PK MH			ARCT40030 RealisingBuildProj.*	DJ	RR			
	10:00-10:50						ARCT20020 The Indoor Environ.	PK MH			ARCT40030 RealisingBuildProj.*	DJ	RR			
	11:10-12:00	ARCT10090 Perspectives on AS	MM MH				ARCT20100 Building Tech. Dema	MM Lab	ARCT30090 Systems,Product&ADS	RR						
	12:10-13:00	ARCT10090 Perspectives on AS	MM MH				ARCT20100 Building Tech. Dema	MM Lab	ARCT30090 Systems,Product&ADS	RR						
	Lunch															
	14:00-15:00	ARCT10010 Arch.Design1	Studio				ARCT20010 Architectural Design 3	Studio	ARCT30010 Arch. Design 5	Studio	ARCT40040 Arch. Design 7	Studio	ARCT40350 / 40590 / 40600			
	15:00-16:00	ARCT10010 Arch.Design1	Studio				ARCT20010 Architectural Design 3	Studio	ARCT30010 Arch. Design 5	Studio	ARCT40040 Arch. Design 7	Studio	ARCT40350 / 40590 / 40600			
16:00-17:00	ARCT10010 Arch.Design1	Studio				ARCT20010 Architectural Design 3	Studio	ARCT30010 Arch. Design 5	Studio	ARCT40040 Arch. Design 7	Studio	ARCT40350 / 40590 / 40600				
17:00-18:00	ARCT10010 Arch.Design1	Studio				ARCT20010 Architectural Design 3	Studio	ARCT30010 Arch. Design 5	Studio	ARCT40040 Arch. Design 7	Studio	ARCT40350 / 40590 / 40600				
Thursday	9:00-9:50															
	10:00-10:50															
	11:10-12:00															
	Lunch															
	14:00-15:00															
	15:00-16:00															
	16:00-17:00															
17:00-18:00																
Friday	9:00-9:50	ARCT10010 Arch.Design1	Studio				ARCT20010 Architectural Design 3	Studio	ARCT30010 Arch. Design 5	Studio	ARCT40040 Arch. Design 7	Studio	ARCT40350 / 40590 / 40600			
	10:00-10:50	ARCT10010 Arch.Design1	Studio				ARCT20010 Architectural Design 3	Studio	ARCT30010 Arch. Design 5	Studio	ARCT40040 Arch. Design 7	Studio	ARCT40350 / 40590 / 40600			
	11:10-12:00	ARCT10010 Arch.Design1	Studio				ARCT20010 Architectural Design 3	Studio	ARCT30010 Arch. Design 5	Studio	ARCT40040 Arch. Design 7	Studio	ARCT40350 / 40590 / 40600			
	12:10-13:00	ARCT10010 Arch.Design1	Studio				ARCT20010 Architectural Design 3	Studio	ARCT30010 Arch. Design 5	Studio	ARCT40040 Arch. Design 7	Studio	ARCT40350 / 40590 / 40600			
	Lunch															
	14:00-15:00	ARCT10010 Arch.Design1	Studio				ARCT20010 Architectural Design 3	Studio	ARCT30010 Arch. Design 5	Studio	ARCT40040 Arch. Design 7	Studio	ARCT40350 / 40590 / 40600			
	15:00-16:00	ARCT10010 Arch.Design1	Studio				ARCT20010 Architectural Design 3	Studio	ARCT30010 Arch. Design 5	Studio	ARCT40040 Arch. Design 7	Studio	ARCT40350 / 40590 / 40600			
16:00-17:00	ARCT10010 Arch.Design1	Studio				ARCT20010 Architectural Design 3	Studio	ARCT30010 Arch. Design 5	Studio	ARCT40040 Arch. Design 7	Studio	ARCT40350 / 40590 / 40600				
17:00-18:00	ARCT10010 Arch.Design1	Studio				ARCT20010 Architectural Design 3	Studio	ARCT30010 Arch. Design 5	Studio	ARCT40040 Arch. Design 7	Studio	ARCT40350 / 40590 / 40600				

BArch - Year 4 and MArch - Year One: Students intending to take an Erasmus Exchange in Semester 2 must take ARCT40020 Research and Innovation in the Designed Environment 1 as the March Year One Option modules: ARCT40170 Conservation - History, Theory & Policy \*\*\* / ARCT 40460 Urban Design / PEP 40100 GIS\* - Geographical Information Systems

MArch Year One Option modules (contd): ARCT40030 RealisingBuildProjects / ARCT40480 Design Culture&Dublin\*(with NCAD)/ ARCT \*\*\*\* - Photography and the Human Habitat

BArch Year 4: In- Programme electives: ARCT40030 RealisingBuildProjects/ ARCT40480 Design Culture&Dublin\*(with NCAD)/ ARCT \*\*\*\* - Photography and the Human Habitat

BArch - 5th Yr: ARCT40350 Arch. Design 9 / ARCT40580 - BArch Dissertation MArch - Year Two: 40590 Masters Design Option (Week 1 to 8) / 40600 Design Thesis Seminar (Week 9 onwards) / 40610 - MArch Dissertation

Prof Practice Diploma: Mondays 9 - 1pm in MH & 2pm to 5pm in Planning studio 1

Daniel P. Sudhershan - ARCHITECTURE Version: 01June2012/15.06.2012/09.07.2012/04.08/20.08 27.08.12/07.09.12



UCD - ARCHITECTURE

PROVISIONAL TIMETABLE

SECOND SEMESTER SESSION 2012/2013

Version: 01.06.2012/ 15June2012/09July2012

		1st Year			2nd Year			3rd Year			BArch - 4th Yr / MArch - Year One	BArch - 5th Yr / MArch - Year Two
Monday	9:00-9:50											
	10:00-10:50											
	11:10-12:00	CVEN10020 T&D of StructuresAG	Ag G15	ARCT20110 Env. Design & Pe&VB	RR	ARCT10080 Visu.&PhotoTec.* PJ MH				UDSVaries:ARCT 40610 Arch Dissertation	SMMVaries	
	12:10-13:00	CVEN10020 T&D of StructuresAG	Ag G15	ARCT20110 Env. Design & Pe&VB	RR	ARCT10080 Visu.&PhotoTec.* PJ MH				UDSVaries:ARCT 40610 Arch Dissertation	SMMVaries	
	Lunch											
Tuesday	9:00-9:50											
	10:00-10:50											
	11:10-12:00	CVEN10020 T&D of StructuresAG	Ag G08	ARCT20110 BuildingTech.DerMM	Lab	ARCT30050 Ecology of Arch. JO RR				ARCT40730 Materials&Technology	PA MUBC	ARCT40730 Materials&Technology PA MUBC
	12:10-13:00	ARCT10040 Intro Building Env&DS	MH	ARCT20040 T&D of StructuresMR	N F15	ARCT30050 Ecology of Arch. JO RR				ARCT40730 Materials&Technology	PA MUBC	ARCT40730 Materials&Technology PA MUBC
	13:00-14:00	ARCT10040 Intro Building Env&DS	MH	ARCT20040 T&D of StructuresMR	N F15	ARCT30050 Ecology of Arch. JO RR				ARCT40290 Case Studies and RePA	MUBC	ARCT40290 Case Studies and RePA MUBC
Wednesday	9:00-9:50											
	10:00-10:50											
	11:10-12:00	ARCT10040 Joint tech module:Studio	Studio/RR	ARCT20050 Arch. Design4(Tech)	Studio	ARCT30040 Arch. Design6(Tech)	Studio	ARCT40060 Design:Tech 2 ES				
	12:10-13:00	ARCT10040 Joint tech module:Studio	Studio/RR	ARCT20050 Arch. Design4(Tech)	Studio	ARCT30040 Arch. Design6(Tech)	Studio	ARCT40060 Design:Tech 2 ES				
	Lunch											
Thursday	9:00-9:50											
	10:00-10:50											
	11:10-12:00	ARCT10070 Survey Course 1 SMM	MH	ARCT20060 T&D of Structures2 MF N F15	Studio/RR	ARCT30100 IntegratedBuilding DS RR				ARCT40450 Disseminating Archi.* HC		ARCT 40570 / ARCT 40600 Studio
	12:10-13:00	ARCT10070 Survey Course 1 SMM	MH	ARCT20060 Visualisation&Re PJ	Studio/RR	ARCT30100 IntegratedBuilding DS RR				ARCT40450 Disseminating Archi.* HC		ARCT 40570 / ARCT 40600 Studio
	Lunch											
Friday	9:00-9:50											
	10:00-10:50											
	11:10-12:00	ARCT10020 Arch. Design 2	Studio	ARCT20050 Arch. Design 4	Studio	ARCT30040 Arch. Design 6	Studio	ARCT40050 Arch. Design 8				ARCT 40570 / ARCT 40600 Studio
	12:10-13:00	ARCT10020 Arch. Design 2	Studio	ARCT20050 Arch. Design 4	Studio	ARCT30040 Arch. Design 6	Studio	ARCT40050 Arch. Design 8				ARCT 40570 / ARCT 40600 Studio
	Lunch											

Stage 2 In-programme Electives: ARCT20080 Visualisation and Representation PJ (Need sound system)  
 Stage 3 In-programme Electives: ARCT10080 Visu.&PhotoTec.\*  
 MArch Option: ARCT 40730 Materials and Technology (in Conservation) I - PA MUBC; ARCT40180 UrbanDesignT\*\*\* MF UDS; ARCT40450 Disseminating Archi.\* HC Varies/ ARCT40290 Case Studies and Reflective Practice  
 BArch In-programme Electives: ARCT 40730 Materials and Technology (in Conservation) I - PA MUBC; ARCT40180 UrbanDesignT\*\*\* MF UDS; ARCT40450 Disseminating Archi.\* HC Varies/ ARCT40290 Case Studies and Reflective Practice  
**BArch - 5th Yr: ARCT 40570 BArch Design Thesis Studio**  
**MArch - Year Two: 40600 Design Thesis Seminar (Till Week 15) / 40610 - MArch Dissertation (Week 1 - 8)**  
 Daniel P. Sudhershnan - UCD Architecture

### 3.4.9 Public Information

a) **MArch Website**

<http://www.ucd.ie/eacollege/architecture/graduatetaughtprogrammes/mastersofarchitecture/>