



University College Dublin

UCD Architecture

School of Architecture, Planning and Environmental Policy

Program Self-Evaluation Report (PSER)

Application for Renewal of NAAB International Certification

M.Arch. (2-year, 120 ECTS)

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Degree Programme Proposed: Master of Architecture (MArch)

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Part I, Section 1 - Identity & Self-Assessment

I.1.1 History and Mission

- A brief history of the institution, its mission, founding principles, and a description of how that is expressed in the context of 21st-century higher education

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 Cardinal 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 40,000 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 12,000 postgraduate students, representing approximately 30% of the UCD student population, and 2,000 PhD students. Over 50% of UCD undergraduates progress to postgraduate studies. UCD is home to over 10,000 international students, with a further 5239 students based in overseas operations. In addition, it places great emphasis on the internationalisation 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 40% of all postgraduate students and almost 28% of all doctoral enrolments across the seven Irish universities.

Institutional Mission

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

As set out in its Strategic Plan 2020-2024, "Through our research, our education and the many ways in which we interact with the world around us, universities have a vital role to play in these disruptive times.

At UCD, we have both the opportunity and the obligation to ensure that, in everything we do and say, we are contributing to the flourishing of Ireland and the world.’

UCD’s values are: ‘excellence, integrity, collegiality, engagement and diversity.’

The vision for 2024 states:

As Ireland’s Global University, UCD will rise to the global challenges of the future by pursuing four strategic themes: Creating a Sustainable Global Society; Transforming through Digital Technology; Building a Healthy World; and Empowering Humanity. These strategic themes will shape our research, our teaching and learning and the way we behave and function as a community and as an institution.

We will be truly global in our comprehensive range of disciplines, in the reach and impact of our research and innovation, in our holistic educational experience, in the diversity of our University community, and in our engagement with all sectors of society and with all regions of the world. We will be distinctive in our welcoming and inclusive community, our commitment to innovation and justice, and our agility. We will bring the best of the world to Ireland, and the best of Ireland, including its distinct cultures, to the world.

UCD will continue to be an excellent research-intensive university with global standing and impact where a preeminent, diverse and inclusive scholarly community of students, faculty and staff work in partnership to contribute to the development of Ireland and the world.

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

<https://www.ucd.ie/strategy/>

- A brief history of the program, its mission, founding principles, and a description of how that is expressed in the context of the 21st-century architecture education.

History of the UCD Architecture Programme

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

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

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

In line with the Bologna accord and in common with the majority of programmes across Britain, Europe, the US and the rest of the world, the MArch qualification was introduced as the benchmark professional qualification in 2010, replacing the B.Arch. UCD was the first school in The B.Arch was phased out completely in 2014 - 15. Concurrently a number of new specialised taught masters (90-credit M.ArchSc.) have been introduced to complement research degrees at Masters and PhD level. In addition, from September 2019 UCD Architecture has offered a four-year BArchSc Programme, which facilitates students to advance further as undergraduates before joining the second year of the MArch programme.

The most recent accreditation visits in 2017 from NAAB and in 2018 from the RIAI (Royal Institute of the Architects of Ireland) and the RIBA (Royal Institute of British Architects) gave the programme continuing approval, offering positive feedback in their reports. The RIBA[DS1] noted in its Visiting Board Report, 'The School's strengths lie in research and innovation, history and theory and practice. The UCD graduate is oriented towards action; capable of engaging with a difficult context and set of parameters, offering design solutions'. The accreditation visits from RIAI and RIBA will take place in 2024.

- A sample of the types of activities and initiatives that demonstrate the program's benefit to the institution through discovery, teaching, engagement, and service.

Recent achievements of note include:

Practice

- Professor Nasrine Seraji, distinguished academic and architect in practice appointed as Professor of Architectural Design, Sept 2021
- Donaghy Dimond; Royal Academy Summer Exhibition, London (2021).
- Boyd Cody; Winners of Town Centre Living Competition, Castleblayney (2023).
- Housing Unlocked, Science Gallery TCD (2022) - Donaghy Dimond with Alan Mee and Finola O'Kane.
- Tom O'Brien Architects, AAI Award (2023).
- GKMP Architects, European Union (Mies) Prize for Contemporary Architecture 2019 – Nominated
- GKMP Architects, European Union Prize for Contemporary Architecture 2021 - Nominated
- Assistant Professor Emmett Scanlon appointed as Artistic and Editorial Organiser, Venice Biennale di Architettura, 2023.

- Assistant Professor Alice Clancy appointed as Assistant to the Curator, Special Projects and Biennale College, Venice Biennale di Architettura, 2023.
- Professor Lesley Lokko, Curator of Venice Biennale di Architettura, 2023, appointed as Visiting Professor, 2022-2024.
- Assistant Professors Peter Cody and Mary Laheen, Curators of *Searching for Hy-Brasil*, Ireland's participation at Venice Biennale di Architettura, 2023.

Research

- Professor Finola O'Kane, Chair of Languages, Literature, Culture and Communications Committee, Royal Irish Academy, 2019-2022, member of Academic Council 2022. Publishes *Landscape design and revolution in eighteenth-century Ireland and the United States*, Yale University Press, 2023, co-author with Assistant Professor Ellen Rowley of *Making Belfield: The Space and Place of UCD* (2020)
- Associate Professor Oliver Kinnane PI on eight different international and national research projects including the EU Green Deal H2020 Probono project, three Sustainable Energy Authority of Ireland projects (nZEB101, FabTrads, MacAirH) and the Whole Life Carbon in Irish Construction Sector and Built Environment with the Irish Green Building Council
- Associate Professor Samantha Martin-MacAuliffe, Mellon Teaching Fellow, Dumbarton Oaks (Harvard University), Garden and Landscape Studies, 2021-22, Editor-in-Chief, *Architectural Histories*, European Architectural History Network
- Assistant Professor Orla Murphy appointed one of eighteen members of the high-level Round Table of the New European Bauhaus; PI on *Ripple: Making connections between Water and Climate Change in our Towns*
- Assistant Professor Ellen Rowley, editor of Vols 1 – 3 , *More Than Concrete Blocks: Dublin City's Twentieth-Century Buildings and Their Stories*. Organiser AIARG conference 2022, *Architecture and Its Stories*, in collaboration with MoLi, Museum of Literature Ireland, April 2022.

- Professor Hugh Campbell, winner with Professor Katherine O'Donnell of Research Impact Award, 2022, Inspiring a Site of National Conscience at the Sean McDermott St Magdalene Laundry.

- A summary of how the program benefits from its institutional setting.
- A description of how the program's course of study encourages the holistic development of young professionals through the integrated study of the liberal arts and the specific discipline of architecture.

Programme Mission

UCD Architecture is at the centre of Ireland's architectural culture. By far the country's longest-running school of architecture, its program is also the only one accredited by the professional institutes of Ireland, Britain (RIAI and RIBA) and the US (NAAB accreditation). 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. It is also committed to responding fully to the demands of the climate crisis, in terms of its teaching and its research and its role in shaping future professionals.

Accordingly, UCD Architecture promotes a close and 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.

UCD Architecture is currently partner in a major national project for curriculum reform funded by the Higher Education Authority. Building Change: Designing a Resilient Future through Architecture Education involves all Irish Architecture courses in transforming their curricula in response to climate change and associated issues. (<https://bea.ie/skills-engagement/building-change/>). More detail will be provided on this initiative elsewhere: in summary, it involves the recasting of all modules, most notably studio modules to introduce and embed the knowledge, skills and techniques needed to respond to climate change and to move towards a zero-carbon construction sector by 2050. This in turn requires extensive upskilling of staff and faculty and drawing upon international expertise in research, practice and industry. Another aspect of the project is the development of CPD content in each school. In UCD, this CPD module – Reuse, Housing, Research – was piloted during 22/23 and will run for the first time in Fall 2023.

In the MArch programme the culture and techniques of research is fully embedded. While the emphasis in the undergraduate cycle continues to be on the acquisition and demonstration of a wide range of essential competencies and capacities, the ethos of research and innovation is also introduced. The structure of Design Research Studios, introduced in 2022, allows current research activities and themes fully to inform and underpin the studio work, especially at thesis level. Students are supported in exploring their own positions in the context of current research paradigms and understanding. 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 a vital 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 review, 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. In recent years, studio teaching methods, and especially the use of peer-to-peer learning have been extensively explored, most notably by Alice Clancy and others in the second-year studio.

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.

Lectures, seminars and tutorials – the more traditional educational settings of the university - form the other main component of the programme. Here the student experience is directed towards the acquisition of a broad range of knowledge and understanding. While bodies of knowledge and modes of understanding (historical, scientific, technical..) are valued in their own right, they are also seen as having immediate applicability and relevance to other parts of the student's endeavours. Knowledge is put to use.

In keeping with this, the library is viewed as a laboratory rather than a repository: its resources feed directly into the student's' individual experiments, while exposing them to the breadth and depth of the discipline within which these experiments occur.

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.

All aspects of this approach were fundamentally impacted by Covid-19, which necessitated prolonged closures of studio and building lab during the end of the 19/20 academic year and throughout 2020/21 and into 21/22. For extended periods, all teaching took place online, using a combination of platforms, principally Zoom and Miro, the latter proving an effective means of sharing and comparing studio work. When teaching in studios resumed it did so with strict social distancing measures in place which meant reduced capacity and limited in-person teaching. The Building Lab also operated with highly reduced capacity. Most lecture- and seminar-based subjects continued to be taught online until 22/23 when there was a full-scale return to classrooms and studios and a resumption of normal university service across all aspects. The impact of the Covid restrictions on students' development and progress has been significant, as it has across the sector and across all disciplines. In particular, the limitations on social interaction, on learning together and on learning by making and doing, were keenly felt and have been embraced with renewed energy since the return to normality – the habitus is being re-established. At the same time, the benefits of online for meetings, briefings and for input from elsewhere have been recognized and continue to inform programme delivery.

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.

Since 2019, the four-year BArchSc has provided the main route for those entering at undergraduate level. The final year of this BArchSc maps onto year one of the M.Arch, such that graduates from the four-year BArchSc can proceed directly into year two of the MArch.

I.1.2 Learning Culture

The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include but are not limited to field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

- Evidence of plans for implementation of learning culture policies with a measurable assessment of their effectiveness.
- Evidence that faculty, staff, and students have been able to participate in the development of policies related to learning culture and their ongoing assessment and evaluation.
- Evidence that the institution has established policies and procedures for grievances related to harassment and discrimination.
- Evidence that the institution has established policies to foster academic integrity (e.g., to avoid cheating, plagiarism).

The Institution

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

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

UCD is committed to equality of opportunity for all staff and students, irrespective of gender, civil status, family status, age, disability, race, sexual orientation, religious belief, and membership of the traveller community. UCD's Equality, Diversity and Inclusion Group is a dedicated resource in the University to promote equality and diversity in its activities (4). UCD was awarded the Athena Swan Bronze Institutional Award in March 2017 and the College of Engineering and Architecture has the Bronze Award since 2019. More information on [Equality, Diversity and Inclusion \(EDI\) Group And also
https://www.ucd.ie/eacollege/edi/athenaswanandequalityinthecollegeofengineeringandarchitecture](#)

[Ireland's Global University:](#)

UCD sees itself as Ireland's Global University. UCD is home to over 10,000 international students from more than 120 countries. The UCD faculty is increasingly international (nearly 25% of UCD staff come from outside Ireland). The Global Engagement Group, a sub-committee of the University Management Team, provides high-level oversight of the University's efforts on [Internationalisation](#). For more information: [Global Engagement Strategy online.pdf](#)

In detail:

[Chief Academic Officer:](#) The Registrar is the University's Chief Academic Officer of the institution and also holds the offices of Deputy President and Vice-President for Academic Affairs. She 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. She 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 her

representative when required, and is a member of the President's management groups and the UCD Governing Authority.

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

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

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

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

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

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

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

- Student-related matters

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

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

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

The university runs a program of Teaching + Learning Awards every two years and UCD Architecture has had particular success in recent years:

| | | |
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| 2019 | Emmett Scanlon | University Teaching Excellence Award |
| 2019 | Open Heart City (M.Arch. I Studio) | University Teaching Excellence Award |
| 2021 | Orla Murphy | University Teaching Excellence Award |

Student Code:

https://hub.ucd.ie/isis/!W_HU_REPORTING.P_DISPLAY_QUERY?p_query=GD110-5&q=UCD+Student+Code+of+Conduct

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

Student Support: The Architecture, Landscape, Planning and Environmental Policy Programme Board (ALPEP PB) is answerable to the University Programmes Board and Academic Council for the design, development, regulation and quality of the programmes under its remit and for overseeing their delivery. It is also responsible for monitoring the overall performance of students registered to these programmes, including Erasmus, Exchange and Occasional Fee-Paying students, monitoring their progression and ensuring their academic welfare. The Programme Board recommends the structure and content of these programmes, and any regulations or policy, which govern them, and makes decisions or recommendations regarding the admission, progression, continuation and graduation of students registered to these programmes. The Dean of ALPEP chairs the Programme Board and the Programme Manager for ALPEP provides administrative support. See section 3.4.4 a and b for Terms of Reference of the board and for membership details.

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

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

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

Recent research has identified four fundamental principles of studio teaching:

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

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

The school affirms the value of the studio-based educational model. This value resides in the active learning that is indicative of studio education with its emphasis on dialogue, collaboration, risk-taking and learning by doing. Students take responsibility for their own design education with faculty guidance within a larger framework. Studios are a type of learning community with intense learning relationships that range from one-on-one faculty instruction to peer-to-peer learning. In recognition of this community, the school has the following policy, which supports a learning environment in which students and faculty strive to create a respectful learning environment. This policy endorses balance in life and study, understanding in time commitment, evaluation of work beyond letter grades, respect given to all community members at all times, and a challenging, diverse, and respectful learning environment. The policy pertains to all academic classes and time spent in and out of studio.

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

Time Management: The school encourages its students and staff to maintain balance in their lives. From the perspective of the faculty, “all-nighters” are discouraged, and students should try to complete their work efficiently. Studio requires a significant commitment of time because it is project-based

learning. This type of learning is time-intensive because, though group and individual instruction is given, learning occurs while students work through a project. Additionally, time management skills, rather than sheer amounts of time, are required to succeed in studio and college at large. Students must not only ‘put in the time’ but also must use that time effectively. The school recognizes the importance of the clear communication of project guidelines by staff and of the intent behind a project by a student to allow for a thorough investigation. Finally, the school requires the clear articulation of course-learning objectives and outcomes such that students may set aside adequate time for work and study.

Design Process: Project-based learning requires intention, process, and production. This type of learning often leads to multiple solutions. Students explore open-ended questions often with no “right or “wrong” answer. The staff encourage students to explore multiple avenues to inform a project. An open attitude will allow students to adeptly develop ideas and research, the material and graphic quality of the work, and the design within its real-world context.

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

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

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

Over the past three years, the use of reviews within the studio programme has been subject of experiment and research. Peer-to-peer and student-led reviews have been implemented, especially in year two of undergraduate programme, as part of wider national research projects.

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

Staff Development: In the studio environment, the most effective development of students is a result of staff expertise and enthusiasm. The staff serve as an example to students and pursue opportunities in continuing education within the profession and fully engage in the university community. An admiration of architecture and great expertise in design and the profession of staff inspire students. In studio, the staff encourage healthy debate and discussion. Staff and student interaction in studio drives students' design and mode of representation. Staff members have a vital role in navigating a student's path in a design problem, a project, personal development, and professional direction. Staff members offer assistance to students in order to maintain their personal and academic welfare. Staff also help a student to develop his or her own personal viewpoint, aesthetic, and approach to design and recognizes intellectual and creative diversity as assets and encourage the exploration of each student's strengths that fall within learning expectations.

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

I.1.3 Social Equity

The degree program being reviewed for International Certification must describe how social equity is defined within the context of the institution or the country in which it is located.

- The program must demonstrate how and describe its approach to providing faculty, students, and staff with a culturally rich educational environment in which each person is equitably able to learn, teach, and work
- The program must demonstrate how its graduates have been prepared to be sensitive to differences in gender, culture, and customs, and be encouraged to assume responsibility as professionals in society. The PSER must include:
 - A description of institutional initiatives for diversity and inclusion and how the program is engaged in or benefits from these initiatives
 - A description of the program's plans to maintain or increase the diversity of faculty, staff, and students when compared with the diversity of the institution.
 - A copy of all policies related to social equity, as well as evidence that faculty, students, and staff have access to these policies and understand the purposes for which they were established.

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

Developing Policy: The unit has produced policies on Equality, Diversity and Inclusion, Gender Identity and Expression, Mental Health and Wellbeing, Employment of People with Disabilities among others.

See ucd.ie/equality/information/policies/

Diversity and Equality Monitoring:

https://hub.ucd.ie/usis/!W_HU_REPORTING.P_DISPLAY_QUERY?p_query=GD110-5&q=Equality%2C+Diversity+%26+Inclusion+Policy

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.

Supporting College and School activities and initiatives.

The unit has been active in supporting Schools and Colleges in developing and implementing EDI strategies.

The achievement of the Athena Swan Bronze award by the College of Engineering and Architecture in 2019 was a major milestone in recognizing the importance of improving/maintaining gender balance. This initiative was led by Assoc Prof Elizabeth Shotton. The School of APEP, and Architecture subject area, have a far better balance than the College at large, but still not at the desirable levels, and not equivalent to the 50/50 gender balance which has prevailed among the student cohort for a long time.

There are EDI committees and representatives at College and School level, with these representatives sitting on College and School executive respectively. Within the Architecture programme, Assoc Prof Samantha Martin led an initiative to survey attitudes and responses to EDI at School and subject level. The findings were analyzed and informed many aspects of the School's operations, notably in relation to hiring/employment.

https://drive.google.com/drive/folders/19IqcYy6A1JzIw07MF4eeOsga8X7mo47K?usp=drive_link

Among faculty and staff, gender balance continues to improve. The last three faculty appointments have been female. Promotion of female faculty has also improved somewhat. Internationalisation of staff and faculty has also improved, with two of most recent appointments being international. However, in relation to part-time and design teaching, the necessity to maintain links to practice means that scope for international candidates is more limited. Notwithstanding this, the most recent appointment process for Design Fellows achieved a more diverse field than previously.

The appointment of visiting and adjunct faculty was identified as another means of improving diversity and to this end, there has been initial success with appointments including Assistant Professor Linda

Nkatha Gichuyia from University of Nairobi and, more recently, of Lesley Lokko, Curator of the Venice Biennale 2023 a Visiting Professor 2022-24.

The School supported a study of gender balance across the built environment disciplines, conducted by Prof Paula Russell and Dr. Sara Ebrahimi. Following on from this, a current research project sponsored by the RIAI and led by former research student Dearbhla MacManus is investigating in depth the fall off in numbers of female architects after graduation. <https://genderequityirisharchitecture.ie/>

Among the student cohort, while the 50/50 gender balance has applied for at least three decades, in more recent years there has been a significant increase in intake of international students (between 10 and 15% in past three years) as well as an increasing diversity of ethnicity among the Irish/EU cohort (less data on this). In regard to improving access, the university agrees targets under HEAR and DARE schemes. Architecture has met with some difficulties in meeting these targets and in retaining students through this programme. The School Access committee is developing strategies to improve performance on this front.

Students' awareness of the EDI agenda is supported in two ways – firstly through the structure of policy and practice which underpins their progress through the programme; and secondly through the subject matter and methods of modules. In the seminars, topics relating to inclusion and diversity are often offered and the major research essay provides opportunity for students to pursue individual research in this territory. Examples of the former include the Feminist Practices and Architecture seminar offered in 21/22, examples of the latter can be made available during the visit.

As outlined elsewhere, it has been the practice of studio modules to engage with external stakeholders and groups, encouraging students to develop and use skills and methods in social interaction. Often, studios will engage with challenging social and cultural situations, for example the case of the former Magdalene Laundry on Sean McDermott Street. Their engagement is deepened and supported through the involvement of academics and activists from other disciplines including social sciences and law.

Studio modules also set out their own ethical framework, designed to encourage mutual respect and to foster diversity and inclusion.

I.1.4 Defining Perspectives

The perspectives offer programs the opportunity to define the means and methods most appropriate to their mission, history, and pedagogy to prepare students with a set of core values that are essential and fundamental to the practice of architecture. These values are held as perspectives instead of Student Performance Criteria, as they must transcend any one course and must be over-arching across the program.

Notes on the Perspectives

A. Collaboration and Leadership

(1) Describe how students develop the following skills and where these skills are being taught/demonstrated: interpersonal skills for fostering team unity, communication and decision-making, conflict resolution, cultural awareness and empathy, and the motivating purposes to effectively achieve commonly held goals. Graduates should be prepared to function in a diverse world of practice with the ability to adapt to complex team situations and effectively address shifting priorities.

(2) Also describe how a program prepares emerging professionals to serve clients and the public, engage allied disciplines and professional colleagues, and use a range of collaborative skills to work successfully across diverse groups and stakeholders. This condition can be satisfied by demonstrating how students lead and collaborate across multiple opportunities ranging from structured coursework opportunities to program activities and events and external programs and events.

B. Design

(1) Describe how graduates are prepared to engage in design activity as a multi-stage process that addresses increasingly complex problems and provides value.

(2) This includes how students learn to identify and frame complex design problems; cycles of conjecture, implementation, and evaluation; and methods of research and technical expertise.

C. Professional Opportunity

(1) Describe how graduates are prepared to make the transition from student to practicing professional, including the transition to internship and licensure, given the requirements, expectations, and standards of the country or region in which the institution is located.

(2) Describe how students are prepared for non-traditional or alternative roles in such fields as the building/construction industry, owners' representatives, civic roles, and other disciplines in which architectural expertise is highly valued.

D. Stewardship of the Environment

- (1) This includes teaching design practices that seek to minimize negative environmental impacts and to connect people with the natural environment.
- (2) The program's approach may also include individual courses that develop a student's understanding of climate, geography, and other natural characteristics and phenomena.
- (3) These courses may also include content on the laws and practices governing architects and the built environment as well as the ethos of sustainable practices.
- (4) Finally, the program's approach may also include opportunities for students to engage in political advocacy on environmental issues; involvement in organizations for a sustainable future; or participation and leadership in university initiatives supporting environmental awareness and sustainability.

E. Community and Social Responsibility

- (1) Describe how the program encourages social responsibility and civic engagement in order to positively influence the development, conservation, or changes to the built and natural environment.
- (2) Addressing this perspective could include examples of public and community projects/programs outside of coursework, or as structured elements within coursework.

The PSER must include • A narrative description of the program's approach to each of the above perspectives.

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

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

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

This emphasis on inter- and multi-disciplinarity is also evident to students, through their engagement with the UCD's Horizons programme, which affords every student, as an integral part of their education, the opportunity to take electives in any programme. Our students understand that they are part of a large, research-intensive university, encompassing the full range of disciplines. Modelled on the US liberal arts education, this educational initiative was pioneering at the time of its introduction to UCD in 2005 and is currently being renewed. More recently, the Registrar's Strategy for Education and Student success has laid emphasis on measures to improve student engagement and retention, while also emphasizing inclusivity and improving access.

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In common with many architecture programmes, the School's staffing profile is quite unique within the university, with full-time faculty augmented by a large number of fractional positions occupied by architects in practice. Thus, while participating in the academic life of the university, these staff remain strongly connected to the realities of practice. The taught programmes, and in particular the studio modules, provide a space where they can combine insights and lines of enquiry from both – it allows for a critical engagement with practice, and for research and scholarship to find 'real-world' applications. The appointment of an inaugural (50%) Professor of Architectural Design in 2008 (Professor John Tuomey) gave a new prominence to this area of overlap, highlighting its central importance to the culture of the school. In the period since, and especially since the appointment of Professor Nasrine Seraji, there has been a concerted effort to nurture this territory, with an increasing number of part-time faculty taking research degrees, publishing and presenting work and being recognized for their research contribution. The recent promotion of Head of Subject to Associate Professor will hopefully lead to more promotions in the near future. In parallel, the establishment of Design Fellow positions, which formalize part-time input from a range of practice-based contributors, has further augmented and reinforced the connection to practice (whose importance was noted in previous NAAB report).

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. The research population of the school, and especially, very recently, the undertaking of PhD research by staff, is testament to this important and flourishing relationship.

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.*

UCD 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 and on engaging with professional methods and processes. 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.

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. This is now being further reinforced and updated through the introduction of the Design Research Studios, which allow current research themes and active staff to inform and direct the student work in line with the cutting edge of current research.

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 – this took on a renewed currency and relevance during Covid.

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

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

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

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

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

Beyond this, issues facing the profession have informed the themes established to inform studio work from year to year. Issues of land-use, of sustainable development, of climate, of housing, of urban and rural regeneration and of community engagement have all been explored through undergraduate and graduate design studios. The housing crisis prompted a three-year cycle of studio projects in year one of the M.Arch, under the general title 'Rising Home'. More recently, design research studios have worked

with the Irish Museum of Modern Art to develop a future strategy for its buildings and grounds <https://www.ucdarchm.com/home> and, with the Open Heart City collective, on surveys and proposals for the Magdalene Laundry site on Sean McDermott St. This work has been further developed through research and practice, resulting in the safeguarding of the location as a Site of National Conscience. <http://openheartcitydublin.ie/>

The first Government Policy on Architecture was introduced in Ireland in 2009, and renewed in 2022 <https://www.gov.ie/en/publication/f9879-places-for-people-national-policy-on-architecture/>. Having played a major role in the original shaping of this policy), 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. Most recently it has prepared a report on the need for and viability of a research repository for the built environment in Ireland.

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

The programme's engagement with real issues has been an ever-present feature, but one which has been augmented in recent years through a series of 'live projects' involving students in substantial engagement with communities, interest groups and clients. The first year of the MArch has provided a locus for much of this work, which has also informed a significant number of design theses. Projects have varied in scale, scope and approach, from the strategic re-envisioning of a defunct industrial bog to a close engagement with the community and built fabric of Phibsboro, an inner suburb of Dublin, to the more recent work mentioned above with IMMA, Sean Mc Dermott St and, in 2022, Dublin Port. This work has often be conducted in collaboration with other disciplines and student cohorts, notably the NCAD Masters in Design History, resulting in rich parallel programmes of lectures and seminars.

Modules beyond the studio have also laid an increasing importance on impact, dissemination and engagement, with exhibitions on, for instance, Samburu indigenous architecture resulting from interdisciplinary fieldwork in 2019/20 <https://iarc.ie/exhibitions/previous-exhibitions/samburu-stories> and on the history of Temple Bar, and on the history of the Belfield campus <https://www.ucdbelfield50.com/exhibition/>

An engagement with aspects of public policy has long been central to the School's graduate programmes in urban design and in conservation (preservation) and heritage. The School is involved in a good deal of

consultation and public engagement on these issues. More recently, the School has informed debate and policy on housing provision, on town development, on Covid and ventilation/fresh air and on low-carbon/zero-carbon construction. The need to think at this level has played an increasingly instrumental role in the design studio, with the discourses surrounding design activity, questions of communication, advocacy and activism, often playing as important a role in the work as the designed artefacts.

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

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.

I.1.5 Long-Range Planning

An ICert degree program must demonstrate that it has a planning process for continuous improvement that identifies multiyear objectives within the context of the institution's and the program's mission and culture.

In 2021, the school produced a strategic plan, in response to the university's Strategic Plan 2020-24. This document establishes aims, priorities and targets and it forms the basis for decision-making and immediate planning. It is updated and reviewed annually. The plan covers the ten objectives set out in the university's strategic plan, covering Education, Research and Innovation, International, Resources, Finance, and Performance against KPIs and identifies school-wide, cross-cutting priorities, notably Digital Transformation and a Sustainable Green Campus.

Budget planning follows an annual cycle, although latterly the emphasis has been on producing a five-year budget plan. The budget includes cost centres for each discipline within the school. Accordingly, budget planning is conducted by the Head of School in conjunction with the College Finance Manager in the first instance, and then with the Heads of Subjects. The budget plan aligns with the strategic plan. The current model being used sees 50% of fee income going to the centre, 10% going to the college and the remaining 40% coming to the school. This system is intended to stimulate growth in income, specifically through international recruitment, although it is not clear

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

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

- A description of the process by which the program identifies its objectives for student learning.

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 Ireland, Britain and Europe, play a key role in reviewing our programme relative to international best practice, and in suggesting improvements and changes. A team of four examiners visits annually to undertake a detailed review of the curriculum and to review marking standards.

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

As chief academic officer, the Registrar has instigated a practice of annually reviewing programmes with their Deans, using centrally collated data on student enrolment, retention rates, performance rates as the backdrop for a more open-ended discussion. Larger trends in teaching and learning, such as the proliferation of online learning during Covid, and the trend towards 'blended learning' also inform the policy on improvement.

- 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 2018, RIBA 2019), offering specific recommendations to be implemented.

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

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

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

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

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

InfoHub Analytics

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

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

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

Survey & Feedback

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

UCD Applications

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

Unishare

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

UCD Infoview

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

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

The previous President developed the Strategic Plan 2020-2025 during the second part of his tenure. The plan is comprehensive in its scope and ambitious in its aims. Heads of Schools, as part of the Extended Leadership Group, are involved in bi-annual discussions on aspects of the strategic plan. They contribute through the Heads of School forum, which meets regularly with the President. The new President, Professor Orla Feely, has been in office since early summer and is expected to produce the new strategy in the early part of her term.

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

The policies of the Higher Education Authority (HEA) underpin many of these strategic initiatives and informs UCD's general direction. The establishment, for the first time, of a Ministry of Further and Higher Education by the current Government shows recognition of the importance of the sector, although funding remains a significant issue. Recently, the HEA has targeted additional funding through specific initiatives such as the Human Capital Initiative which funded the Building Change project to change undergraduate curriculum for climate change, which was mentioned above.

I.1.6 Assessment

A. Program Self-Assessment:

The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multiyear objectives.
- Progress in addressing deficiencies identified at the time of the last visit(if applicable).
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities. The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.

B. Curricular Assessment and Development:

The program must demonstrate a well-reasoned process for curricular assessment and adjustments. Identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

The PSER must include:

- A description, if applicable, of institutional requirements for self-assessment.
- A description of the program's assessment process, specifically with regard to ongoing evaluation of the program's mission statement, its multiyear objectives, and how it relates to the five defining perspectives (see I.1.4).
- A description of the results of faculty, students, and graduate assessments of the ICert degree program's curriculum and learning context as outlined in the five perspectives (see I.1.4).

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 how the results of self-assessment activities are used to inform long-range planning, curriculum development, learning culture, and responses to external pressures or challenges to institutions.

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

https://drive.google.com/drive/folders/1qGeGKqphA_tBsnNx4xT1TWsCR-O8icIR?usp=drive_link

The School will undergo its next review in the first quarter of 2024. The report for that review is currently being prepared and may be available in draft form for the board at the time of their visit.

- 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.

Architecture retreat

Initiated by the Professor of Architectural Design following her first year of involvement, and co-sponsored by the Building Change project, this two-day workshop was convened in Summer 2022 with a

view to identifying key priorities for the subject area in teaching and research, and the structures and supports needed to realise the ambitions and potential of staff and students.

External Examiners and Students

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

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

Staff- student feedback

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

Institutional self-assessment

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

[DS1]

Part I, Section 2 - Resources

I.2.1 Human Resources & Human Resource Development

The program must demonstrate that it has appropriate human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty; administrative leadership; and technical, administrative, and other support staff.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and teacher that promotes student achievement.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including but not limited to academic and personal advising, career guidance, and internship or job placement.
- A résumé for each full-time faculty member who taught in the degree program being assessed during the last two academic years before the preparation of the PSER. Use the template in Appendix 2 of the Conditions. NOTE: The résumés and faculty credentials matrix (see next bulleted item) should be provided by hyperlink or stored in an easily accessible digital portal such as Dropbox.

https://drive.google.com/drive/folders/1LRmZC13uTkkV1b4Q16HqaeFU0COt3CYP?usp=drive_link

- A matrix for the two academic years before the preparation of the PSER that identifies each faculty member, the courses he/she was assigned to teach during that time, and the specific credentials, experience, and research that support these assignments. In the case of adjuncts or visiting professors, only those who taught in the two academic years before the visit should be identified. See Appendix 3 of the Conditions for a template for this matrix. Place an updated matrix in the team room.

https://drive.google.com/drive/folders/1biWhVh_vYLialorbxpL6SPZOJFvpTzQ?usp=drive_link

| MODULE COORDINATOR | | YEAR 1 | | | | | | | | | | | YEAR 2 | | | | | | | | | | |
|---------------------|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--|
| CONTRIBUTOR | | CORE | | | | | OPTIONS | | | | | TECH OPTIONS | CORE | | | | | | | | | | |
| Name | Summary of expertise, recent research, or experience | ARCT41120 | ARCT40010 | ARCT40020 | ARCT40050 | ARCT40080 | ARCT41210 | PLAN40030 | PLAN40060 | ARCT40170 | ARCT40660 | ARCT40030 | ARCT40180 | ARCT41240 | ARCT40930 | ARCT40870 | ARCT40970 | ARCT41190 | ARCT40190 | ARCT40610 | ARCT41130 | ARCT41180 | |
| Arnold, Paul | B.Arch. Dip.Cons., Private practice, Paul Arnold Architects. Research on conservation, energy efficiency in traditional buildings. | | | | | | | | | | | | | | | | | | | | | | |
| Campbell, Hugh | PhD, UCD. Research on the relationship of consciousness and space; photography of built space; the conception, experience and representation of space in post-war Europe. | | | | | | | | | | | | | | | | | | | | | | |
| Donaghy, Marcus | Partner in Donaghy Dimond Architects. Research on material knowledge, exploring modes of making, drawing and teaching in the evolution of architectural practice. | | | | | | | | | | | | | | | | | | | | | | |
| Faria, Tiago | B.Arch. Research on community-engaged architecture and full-scale prototypes of community structures. | | | | | | | | | | | | | | | | | | | | | | |
| Fitzpatrick, Miriam | B.Arch., M.Sc.City Design (LSE), PhD (UCD). Research on Urban Design. | | | | | | | | | | | | | | | | | | | | | | |
| Hegarty, Orla | B.Arch., MRIAI, RIBA. Coordinates Professional Diploma (Architecture), Director ARAE (Architects Register Admission Examination). | | | | | | | | | | | | | | | | | | | | | | |
| Hughes, Fiona | B.Arch., Project Architect, Grafton Architects. Research on collective forms of housing. | | | | | | | | | | | | | | | | | | | | | | |
| Jones, Dorothy | B.Arch., MRIAI, Project Manager at SMP Dublin and Berlin. | | | | | | | | | | | | | | | | | | | | | | |
| Kenny, Paul | Master of Science (Energy and the Environment). Research on dynamics of daylight, simulated representation of the daylight environment, visual comfort in architecture. | | | | | | | | | | | | | | | | | | | | | | |
| Kinnane, Oliver | PhD. Director of Masters in Climate Action. Architectural Technologies, Sustainable Building Design and Performance. | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Sudhershnan, Daniel | Graduate Diploma and BA in Architecture, Leicester School of Architecture. Research on creative practice, the concept of the megamachine in contemporary architecture. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Williams, Brendan | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

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

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

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

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

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

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

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

- A description of how faculty members remain current in their knowledge of the changing demands of the discipline, practice and licensure.

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

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

As part of the ‘Building Change’ project we are currently undertaking in collaboration with the other schools of architecture in Ireland, there are wide opportunities for staff upskilling in respect of climate action. This has taken the form of workshops, seminars and external courses. We are also running a CPD in Autumn 2023 on Re-Use that will be offered to all our design studio staff.

- 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.

- A list of past and projected faculty research (funded or otherwise), scholarship, creative activities by full-time instructional faculty since the previous visit.

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

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

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

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

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

Career Breaks and Sabbaticals: Career breaks and sabbaticals have been restricted in recent times owing to budgetary constraints and financial imperatives, however the policy of the university and the school is to facilitate the development of staff's research. To that end, UCD has recently revised and updated its policy on Research Sabbatical Leave for Faculty:

https://hub.ucd.ie/usis/!W_HU_MENU.P_PUBLISH?p_tag=GD-DOCLAND&ID=52

A rota of sabbaticals for part-time and full-time staff is being put in place. In 2022/23 two part-time faculty members (Emmett Scanlon and Alice Clancy) were given time off to deliver the Venice Biennale 2023 exhibition.

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

Conferences and Symposia: Staff are encouraged to present at and attend conferences. In recent years, the school's presence at major conferences including SAH, EAHN, AHRA, ACSA etc, has improved dramatically. In addition the School has sought opportunities to play host to national and international conferences and symposia, such as the All-Ireland Architecture Research Group conference held annually.

Staff enrolling in research degrees in UCD and elsewhere. Since the last NAAB visit in 2017, a number of staff have successfully or substantially completed research degrees – Miriam has successfully defended her PhD, while Peter Cody has completed his practice-based PhD. Emmett Scanlon is currently working on a PhD and several Design Fellows have begun work on PhDs.

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

- A description of student support services, including academic and personal advising, career guidance, and internship placement when 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:

www.ucd.ie/studentcentre/services/studentsupport/

Key student support services are described below.

Academic Support

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

assistive technology.

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

Personal Support

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

Careers Support

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

Academic Career Support

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

- 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 the last NAAB visit in 2017, Nasrin Seraji has been appointed as 50% FTE part-time Professor of Architectural Design. She took up this post in January 2021. Ellen Rowley has been appointed as a full-time Assistant Professor and Chiara Cocco has also been appointed as a full-time Assistant Professor.

The UCD Faculty Promotions System is in operation on a continuous basis and several of our faculty have been promoted since 2017.

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

a) **Students**

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

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

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

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

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

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

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

[The Central Applications Office](#) processes applications from European students for undergraduate courses in Irish Higher Education Institutions (HEIs). The Central Applications Office manages

admission to the pre-professional BSc in Architectural Science Programme. Non EU students can apply directly to UCD. Further information on admission requirements for the pre-professional degree programme BSc in Architectural Science (Hons) is on the following link: <https://myucd.ucd.ie/course.do?courseID=70>

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

Further information:

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

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

Submitting an application, admissions requirements, admissions decisions procedures :

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

Student diversity initiatives:

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

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

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

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

Scholarships and Funding:

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

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

<https://www.ucd.ie/graduatestudies/>

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

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

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

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

- As part of the first year in BSc(Arch), students are brought around the campus and into the city on sketching trips. The aim is both to develop observation skills, and the ability to record visual information. Students are encouraged to sketch freely and to keep sketchbooks, which can become a source of reference. The subjects of the sketches are chosen to highlight certain key themes, such as proportion, space in perspective, light, materials and foliage. Underlying this is the view of drawing as a primary means of research; in the words of John Berger: *Drawing is discovery...a line is important not so much because it records what you have seen, but because of what it will lead you on to see.*
- First-year students also go on a field trip to Rome in the first semester, where they study a series of interior spaces, of which they have previously made study models.
- Second year students undertake a field trip to a European City where the brief is to visit, observe and record a particular place, its architecture and context through the study of exemplar buildings. Berlin and Amsterdam have been visited recently. When the Venice Biennale is running, the trip is often to Venice, Specific urban typologies - usually housing - form a particular focus for these trips, which inform housing design in studio. Before the trip the students study buildings on the itinerary, making models of these and gathering and collating information to share with the travelling group.

Notebook, photographs (for which there was a lecture), models and surveys are the material made from the trip.

- MArch studio modules often entail field trips or repeat visits to specific contexts and communities. For instance, specific landscapes around Clare Island in Co. Mayo and the Aran Islands have been visited and studied in 2022-23. Each location is selected in order to enable the students to engage with the specific place but of more relevance is their engagement with local community groups and individuals who helped inform their understanding of the contexts in which they were working and also helped them with their design projects. Some locations -for instance Clare Island – are becoming the subject of repeat visits over years in order to allow more sustained engagement with community groups and development projects.

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

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

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

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

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

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

RIAI: The Royal Institute of Architects Ireland is the professional and regulatory body for architects in Ireland. Students of Architecture who are currently enrolled in, or on a year out from, qualifications which are currently accredited by the RIAI or currently listed in Annex V.7.1 of Directive 2005/36/EU are eligible for Student membership of the RIAI.
<<https://www.riai.ie>>
www.riai.ie/join-the-riai/student-membership

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

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

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

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

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

RIAI Scott Tallon Walker Student Excellence Award

This award was established to recognise the work done by students in their final year of study. Entries from all six architecture programmes in Ireland are eligible and a UCD was the winner in 2022:

RIAI Scott Tallon Walker Student Excellence Award

Winner: Noah Brabazon – UCD

In addition to this the RIAI presents an award for Sustainable Design and a Writing Prize, and again UCD were very successful in 2022:

RIAI Student Award for Sustainable Design

Highly Commended: Éadaoin Weisz Quinn – UCD

RIAI and Architecture Ireland Student Writing Prize

Winner: Nicolas Howden – UCD

Highly Commended: Emily Jones – UCD

Commended: Luke Corish – UCD

Opportunities for students to work on faculty-led research

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

Design Studio Research

We have introduced a series of Design Research Studios into the M.Arch. in 2022-23 with the purpose of developing particular strands of research within the school. Four new Research Strands were identified:

- Living, Housing, City,
- Ecology, Geography, Landscape
- Past, Future, ReUse

- Embodiment, Resources, Material

With the perspective of a new 5th strand in the coming year following the success of some faculty in the curatorial work of the Venice Biennale for the (second time) and new Design fellow hires with curatorial competencies.

- Media, Art, Curation

These Five Research strands work as the main thrust and structure of our new Design Research Studios (4th and 5th Year) as well as our new Design Research Centre (submitted to the University for approval) which shall engage in Architectural Research. The Centre shall enable critical practice rooted in theory and active research. The Design Research Centre shall through a series of essential partnerships connect the University to the wider design and construction industry. It seeks to build on a variety of existing strands of nascent design research topics in the school inciting an ecology of inter and transdisciplinary research rigour with creative and critical design activity.

MRE & Design Thesis : Critical Thinking

The development of individual ability in critical thinking is fundamental to postgraduate education, finding its ultimate expression is found in the final year thesis project (ARCT 41190 & 41180) and the Major Research Essay (ARCT 40610). For some students these are connected but for others they remain distinct.

The Major Research Essay (ARCT 40610) often combines historical method and analysis with the architect's ability to analyse space and its modes of representation. It typically takes the form of an extended piece of writing (8,000 words). Other alternative research modes (material study and analysis for example) may require different modes of submission and/or assessment).

The skills required to complete the historical form of MRE are initially developed in the four history and theory modules of the undergraduate programme (ARCT 10070, 10090, 20040, 30030). The ultimate undergraduate history and theory module (ARCT 30030) is assessed 30% by an illustrated essay of 2,500 words. This requires each student to develop a written argument in a fully-referenced piece of academic writing demonstrating an awareness of the state of research in the field, of primary and secondary sources and incorporating a bibliography. This module's course material (assessed by written exam 70%) places

particular emphasis on the history and analysis of colonial space, drawing from Ireland's own plantation and imperial legacies. This is considered to epitomise the greatest degree of transfer between Ireland's own historical traditions and global culture and facilitates the engagement of students from diverse cultural and geographical backgrounds.

In the first year of the MArch each student's progression in critical thinking and developing a written research/thesis argument is achieved primarily through the seminar modules (ARCT 40040, 40080) led by staff who are active researchers in each seminar's research topic. The seminars are assessed by a written (or other) illustrated submission of c.5000 words. Ideally the research topic of each student's MRE evolves out of their seminar essay or other submission.

In recent years the MRE has been progressively conceived as a vehicle that develops and demonstrates a student's academic and intellectual ability to engage critically with the discipline of architecture's varied modes of discourse. It also develops a student's ability to potentially engage or contribute to other cognate disciplines' activity (architectural history, art history, civil engineering, historical geography, planning and environmental policy). As such it is anticipated that the connection between the MRE and the final year design thesis project will grow, although they will remain distinct for assessment purposes. The MRE effectively allows the critical thinking required for the design thesis to be more firmly supported and more academically transferrable.

I.2.2 Physical Resources

The program must describe the physical resources available and how they support the pedagogical approach and student achievement. Physical resources include but are not limited to the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.
- A general description, together with labeled 8½" x 11" plans, of the physical plant, including seminar rooms, lecture halls, studios, offices, project review and exhibition space, libraries, workshops, and computer facilities. Note: Plans or images of the program's physical resources should be provided by hyperlink or stored in an easily accessible digital portal (e.g., Dropbox).

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



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



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

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

Richview campus comprises seven buildings around a central open quadrangle.



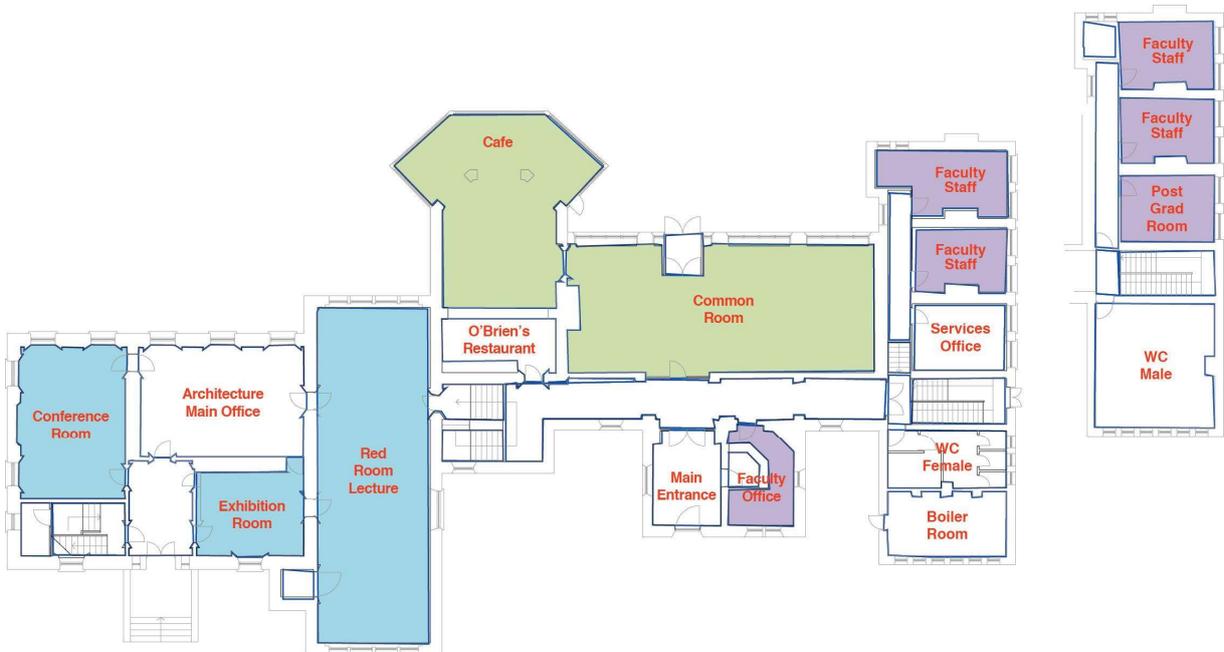
Plans of Richview Buildings

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

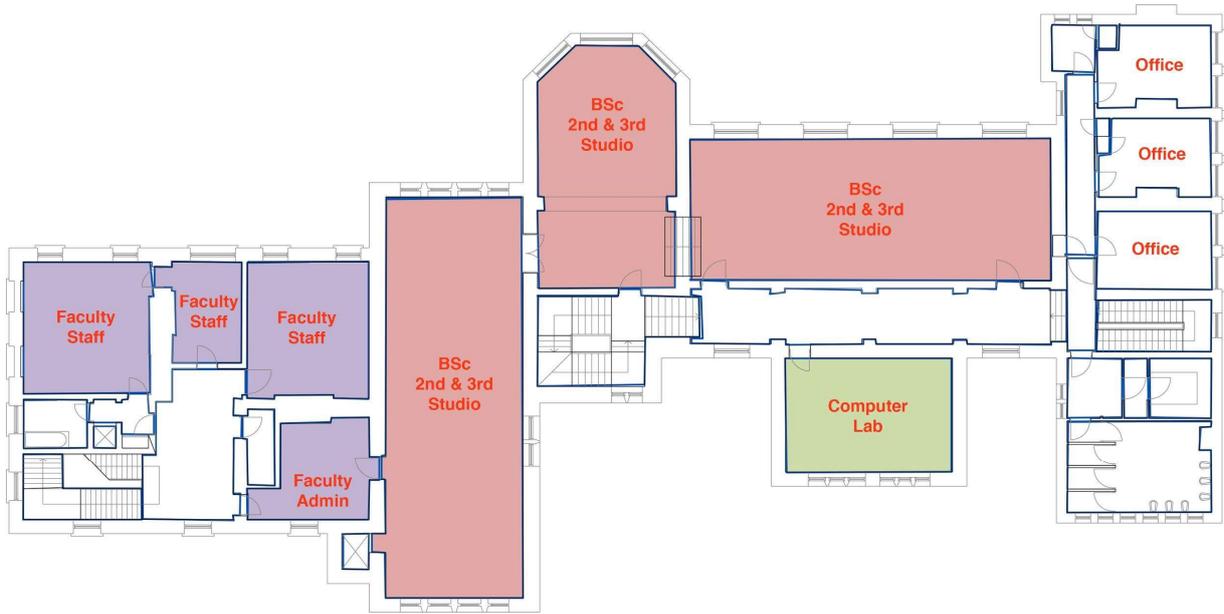
Un-coloured areas include seminar rooms, smaller studios, and faculty offices and research spaces.



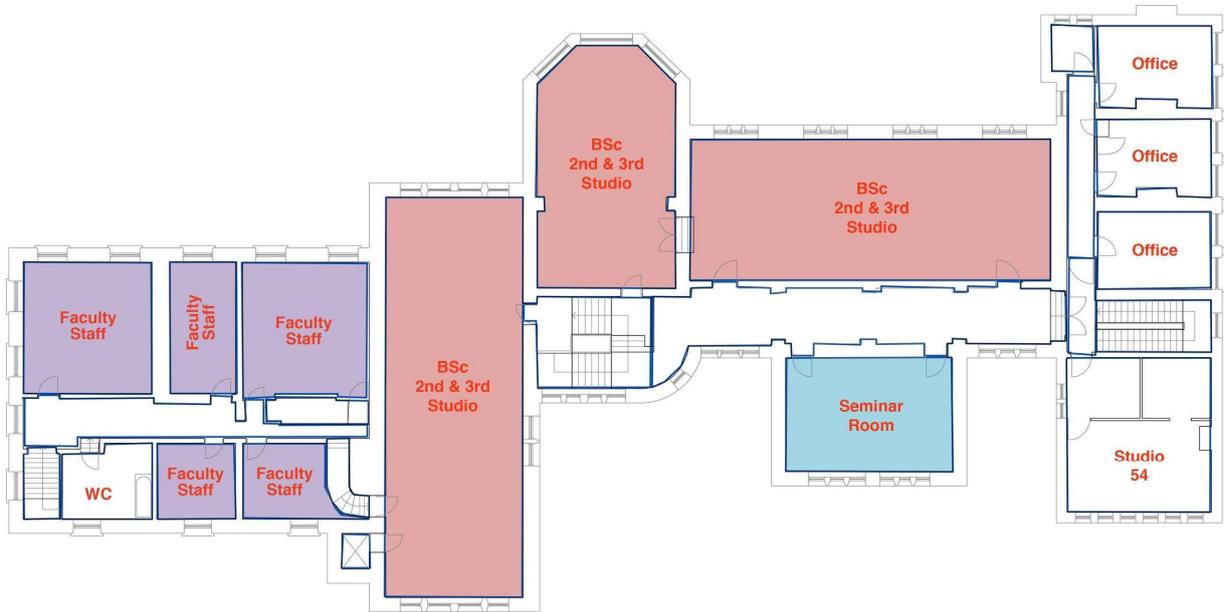
Richview Main Building – Lower Ground Floor



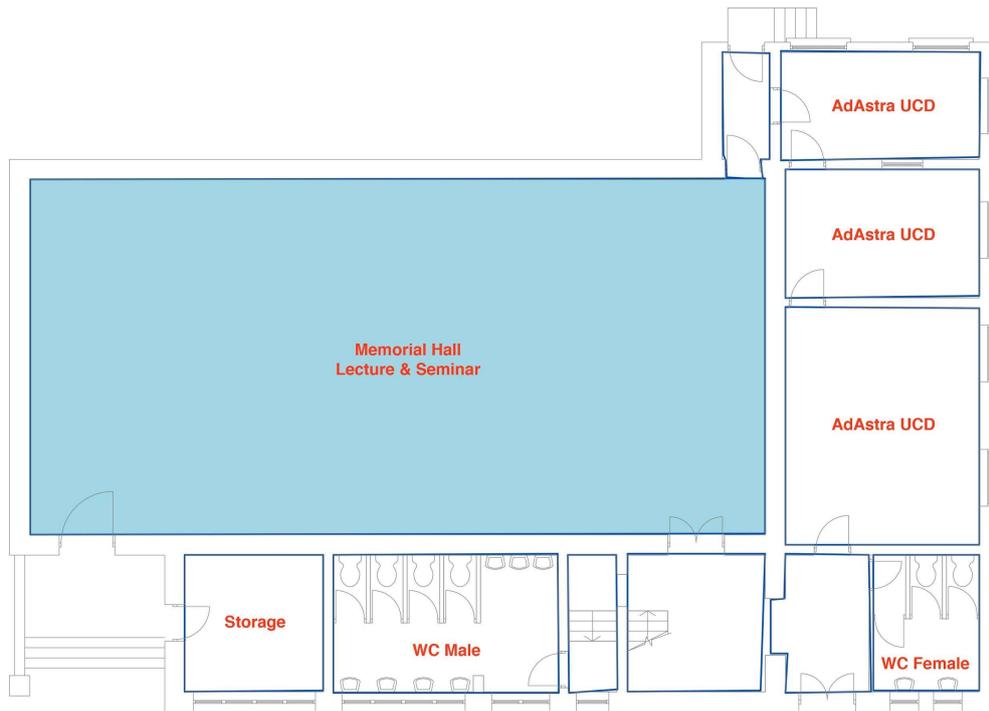
Richview Main Building – Ground Floor



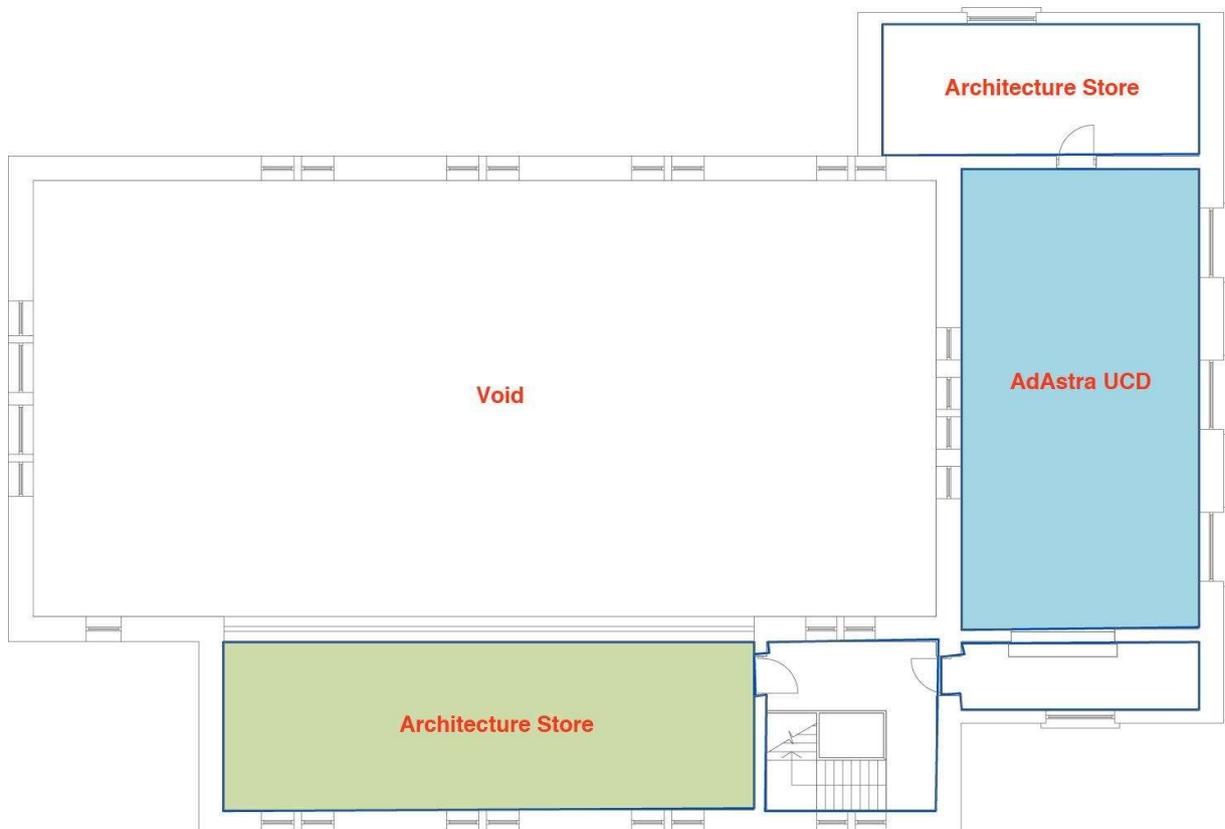
Richview Main Building – First Floor



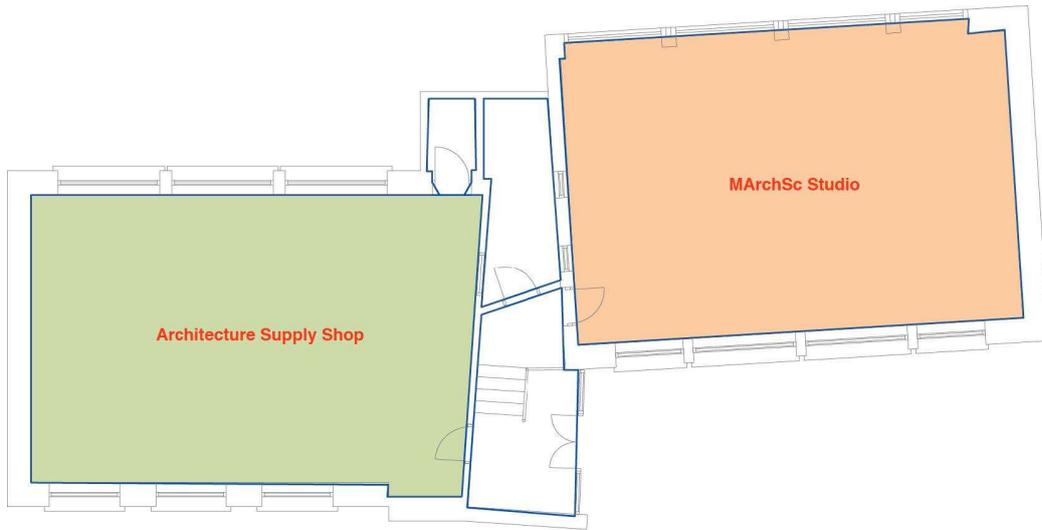
Richview Main Building – Second Floor



Memorial Hall – Ground Floor



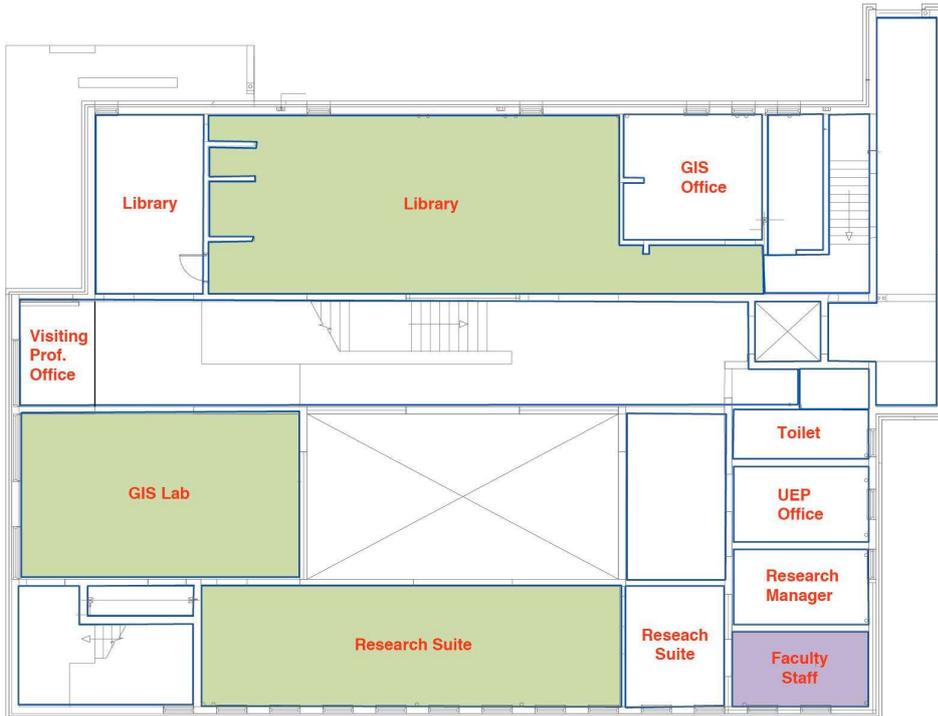
Memorial Hall – First Floor



Richview Shop Building



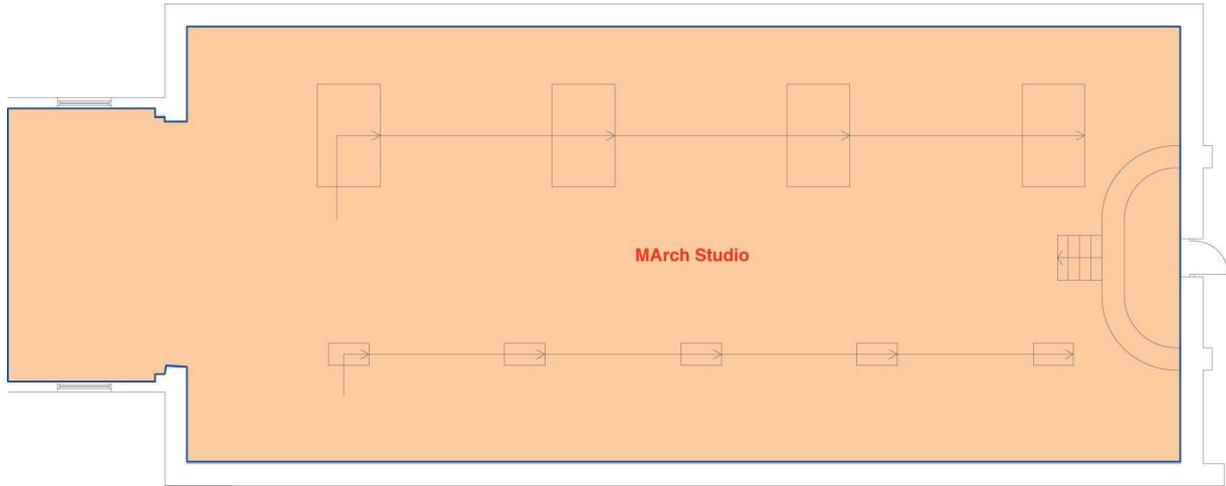
APEP Research Building – Ground Floor



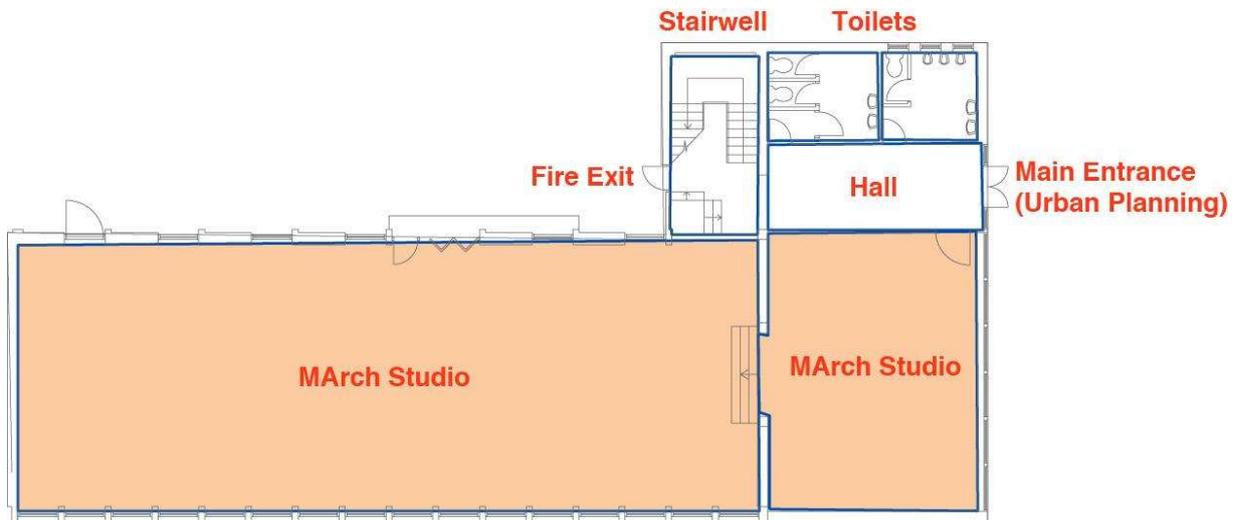
APEP Research Building – First Floor



Richview Library – Ground Floor

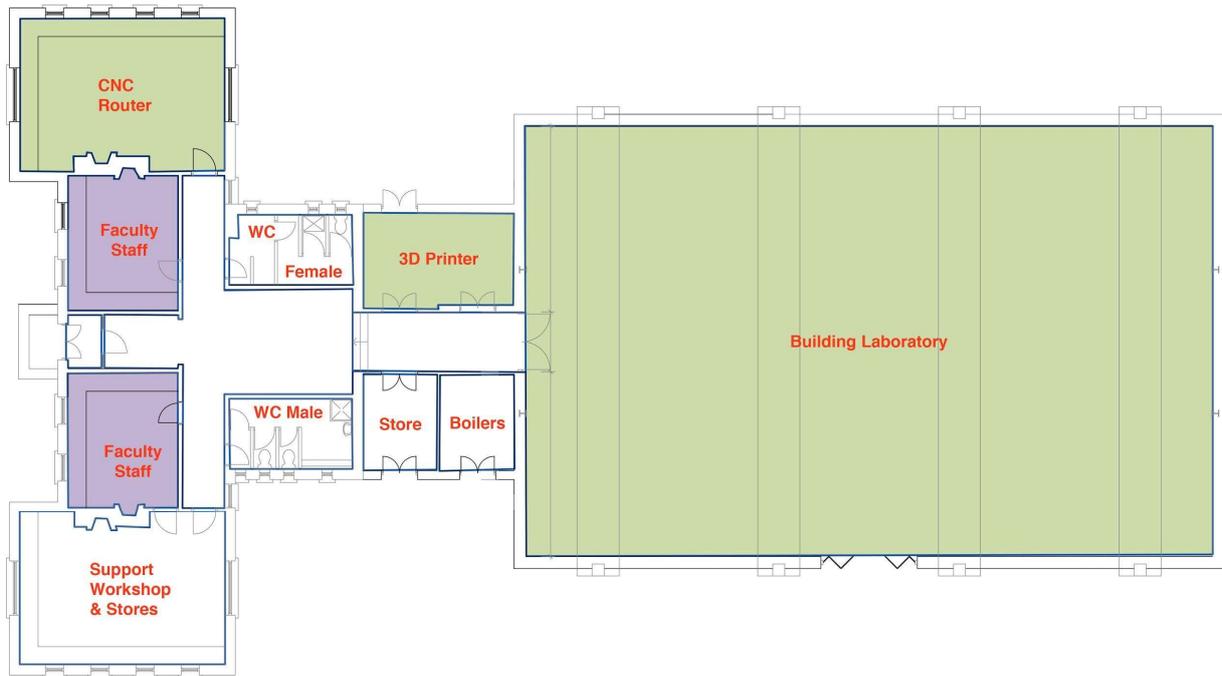


Richview Library – First Floor



Planning & Environmental Policy (PEP) Building – Ground Floor

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



Building Laboratory & Workshops

Description of Physical Space

Studio space is an important and well-used resource at Richview. Undergraduate students have their studio in the main Richview building, while the MArch graduate students have studios across the quadrangle in the Planning and Environmental Policy building and above the library. Each student has a large trestle table for the year, with lockers, shelving and drawing drawers for storage. The studio space provided encourages a collegiate, creative and supportive environment.

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

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

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

The Building Laboratory Workshop

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

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

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

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

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

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

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

using a limited and defined quantity of materials. They also are given specific training in plaster-casting and model-making.

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

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

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

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

An architectural competition was held in 2017 for a new Centre for Creativity on the Belfield campus, which was to include Architecture. Unfortunately, this development was cancelled in 2022 for cost reasons and is not proceeding. There is currently a process in place to establish the future development plan for the School and the College.

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

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

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

Provision of PC's and Printing and Plotting Devices

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

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

The Richview Campus had a major IT infrastructure upgrade in the summer of 2008. The Ethernet network cabling and some electrical were upgraded as well as wifi coverage expanded. Currently, there is near-full wireless coverage. From a survey of the student population, more than 2/3 of 1st years will use their own laptop and this increases to 100% in 5th year. Recently, a delivery platform has been implemented through Citrix facilitating software access on and off campus.

UCD IT Services provide IT support to all UCD students via email and phone. Walk-in IT centres on main campus have wireless and wired access points, printing services, as well as IT advice and other assistance. UCD IT Services also prepare a 5 year plan setting out priorities for development and implementation. Details of these services can be found here:

<https://www.ucd.ie/itservices/ourservices/students/>

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:

[https://drive.google.com/file/d/1NnyW44sznhWzgK1wT-yPOJR6kvM22TqT/view?usp=drive link](https://drive.google.com/file/d/1NnyW44sznhWzgK1wT-yPOJR6kvM22TqT/view?usp=drive_link)

- Identification of any significant problem that affects the operation or services, with a brief description of the program's or institution's plan to address it.

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

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

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

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

I.2.3 Financial Resources

The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

The PSER must include a brief summary of the following (limited to two pages; may be a bulleted list):

- Current fiscal year report(s) showing revenue and expenses from all sources.
- A brief description of
 - o Pending reductions or increases in enrollment and plans for addressing these changes.
 - o Pending reductions or increases in funding and plans for addressing these changes.
 - o Recent changes in funding models for faculty, instruction, overhead, or facilities since the last visit (applies only to visit three) and plans for addressing these changes (include tables if appropriate).
 - o Any other financial issues the program and/or the institution may be facing.

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

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

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

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

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

In relation to graduate taught programmes the following multipliers apply:

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

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

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

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

The School’s baseline fee income was set at 14/15 income levels. At that time a major Brazilian scheme, Science without Borders, which saw significant numbers of Study Abroad students enrolling in the school’s programmes, was still in operation. This programme was discontinued in 2017, with the result that fee income fell significantly against target. Some savings on staffing helped offset the impact, but nonetheless a challenge remains for the school to move out of what is now a deficit situation over the coming three to four years.

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

Included in this report is the full financial information for the academic year 22-23. The school runs a number of cost centres – a main one for each of the discipline groupings: Architecture, Landscape Architecture, Planning and Environmental Policy – as well as a shared cost centre for some administrative/school level services. A portion of the College-level service is also dedicated to the School’s activities – notably the Programme Office, where two administrators serve the ALPEP Programme Board.

Overview of Cost Centres – Budget for 2022/23

| | |
|---|--------------|
| 1541 Landscape Architecture | 581,149.00 |
| 4110 Architecture General | 2,417,396.00 |
| 4111 Architecture Shop | 41,652.00 |
| 4117 CPP Architecture | 111,957.00 |
| 4123 Architecture School Office | 133,128.00 |
| 4124 Accreditation | 20,000.00 |
| 4126 Other (utilities) | 55,000.00 |
| 4138 Fee Related Expenditure (scholarships, set against fee income) | 512,400.00 |
| 4146 Exam Related | 55,000.00 |

Budget Report - Cost Centre 4110 (Main Architecture Cost Centre) 2022/23

Realtime - Income

| Account Name | Full Year Projected Income | Period Income | Year To Date Income | Income Surplus or Shortfall |
|--------------|----------------------------|---------------|---------------------|-----------------------------|
| Income | 182,240 | -30,000 | 62,839 | -119,401 |

Realtime - Expenditure

| Account Name | Full Year Budget | Expenditure | | | | Budget Remaining/Overspent |
|----------------------|------------------|----------------------------|----------------------------------|-------------------------------------|-------------------------------------|----------------------------|
| | | Period Expenditure Actuals | Year To Date Expenditure Actuals | Purchase Orders Raised And Received | Purchase Orders Raised Not Received | |
| Non-Pay Expenditure | 105,000 | -1,743 | 68,008 | 1,932 | 1,130 | 33,930 |
| Pay Expenditure | 12,000 | 0 | 2,361 | 0 | 0 | 9,639 |
| Conference Allowance | 3,000 | 0 | 4,659 | 0 | 0 | -1,659 |
| Total | 120,000 | -1,743 | 75,028 | 1,932 | 1,130 | 41,910 |

I.2.4 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient, equitable access to information resources (books, magazines, journals, and the like) as well as to appropriate visual and digital resources that support professional education in architecture. In addition, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who help develop the research, evaluative, and critical thinking skills necessary for professional practice and lifelong learning.

- A description of the institutional context for library and information resources.

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

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

http://www.ucd.ie/library/finding_information/otherlibraries/ *(This link requires UCD Staff Intranet access)*

The Richview Library is staffed daily (9.30am-5.00pm) by a senior library assistant and two library assistants, with extended opening hours during term time, which includes Monday – Wednesday evenings (5.00pm – 9.00 pm) and on Saturday mornings (10.00 am – 1.00 p.m.) extending to 5.00 p.m. on Saturday afternoons in the weeks prior to semester examinations. Shelving staff are also engaged (12 hours per week) during term time. The library is also supported by the College Liaison Librarian for Engineering and Architecture, by a designated Collection Development Librarian, and also a specialist and dedicated

Mapping/GIS Librarian. Mechanisms are in place for the referral of in-depth enquiries to the appropriate professional staff. Staff from the Research Services unit also are onsite for designated periods and work closely with the Richview community, particularly in the area of mapping and geospatial services.

- A description of the library and information resource collections, services, staff, facilities, and equipment that includes the following:

- o A brief description of the content, extent, formats, and subject areas represented in the current architecture collection.

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), <https://irel.ie/> a government funded collaboration.

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

is available off campus to registered students and staff of the university when signed in through the UCD Connect portal.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

o A brief description of any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities that support the internationally certified program and plans for addressing them.

The lack of space is a recurring issue in Richview: there is a limit to the storage space available in a building that must accommodate study spaces, library staff work/office areas and a continuously growing collection of print resources. The Library is working with the School of Architecture, Planning and

Environmental Policy to address this issue, and hopes to reach agreed solutions that take into consideration the concerns of all parties.

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

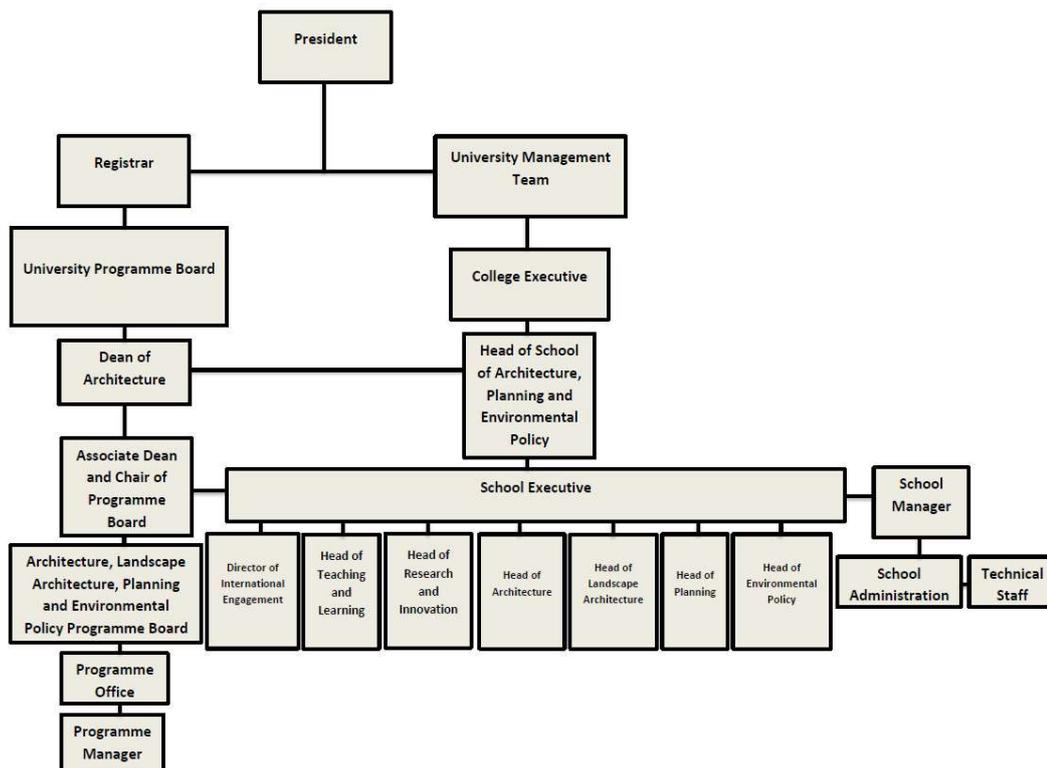
I.2.5 Administrative Structure & Governance

Administrative Structure: Describe the administrative structure and identify key personnel within the context of the program, the academic unit within which the program resides, and the institution.

Governance: Describe the role of faculty, staff, and students in both the program's and the institution's governance structure. Describe the relationship of these structures to the governance structures of the academic unit and the institution.

The PSER must include:

- A description of the administrative structure of the program, the academic unit in which it resides, and the institution.
- A chart or graphic that illustrates the description.



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

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

One is the **Architecture, Landscape, Planning and Environmental Policy Programme Board** (ALPEP PB), which is responsible for the governance of the MArch Programme including the curriculum. It reports to the University Programme Board and to the Academic Council and is responsible to for the design, development, regulation and quality, and for overseeing the delivery of the programmes under its remit. The Associate Dean of ALPEP chairs the Board.

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

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

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

well the ALPEP Programme Office. This committee reports directly to the ALPEP Programme Board and seen as a sub-committee of this Board.

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

Taught Programs:

Architecture:

BSc in Architectural Science

Masters of Architecture (Pathways)

Professional Diploma (Architecture)

Continuing Professional Development (CPD)

Masters of Architectural Science in Architecture, Urbanism and Climate Action

Landscape Architecture:

BSc (Landscape Architecture)

Master of Landscape Architecture

Master of Landscape Architecture (Pathway)

Masters of Architectural Science in Landscape Studies

Planning and Environmental Policy:

BA in Planning, Geography & Environment

Master of Urban & Regional Planning

MSc Environmental Policy

Grad Dip Environmental Policy

MSc in Urban Design & Planning

Research degree programmes:

Masters in Urban and Building Conservation

Masters in Urban Design (MUD)

Masters (by Research)

Doctorate of Philosophy (PhD)

Part I, Section 3 - Program Characteristics

I.3.1 Statistical Data and Faculty Credentials

Provide the following quantitative data in charts, tables, or graphs.

Student Demographics Enrollment

- total number of students enrolled in the program being reviewed for International Certification
 - total enrollment by gender
 - total enrollment by race/ethnicity or national origin
 - full-time/part-time enrollment Degrees Awarded
 - total number of degrees awarded in the three academic years before the visit
 - total number of degrees awarded in the previous three academic years before the visit by gender and by race/ethnicity or national origin
 - percentage of students who complete the degree program within the “normal time to completion” for the past three academic years; percentage of students who complete the degree program within 150% of the normal time to completion for the past three academic years
- #### Faculty Demographics
- race/ethnicity/national origins and gender of all full-time instructional faculty who teach in the degree program being reviewed for international Certification
 - o demographics compared to those of full-time instructional faculty at the institution overall
 - faculty by rank: full professor, associate professor, assistant professor, lecturer/adjunct/instructor
 - number of faculty promoted each year for the three years before the visit

Progression Information: M.Arch.

| Course Code | Course Name | grade | 2018 | | 2018 Total |
|----------------|------------------------------|-------|------|--------|---------------|
| | | | Male | Female | |
| MTARCH001.T273 | Master of Architecture | H1 | 2 | 2 | 4 |
| MTARCH001.T273 | Master of Architecture | H21 | 9 | 9 | 18 |
| MTARCH001.T273 | Master of Architecture | H22 | 2 | 2 | 4 |
| MTARCH001.T273 | Master of Architecture | PASS | 1 | 2 | 3 |
| MTARCH001.T273 | Master of Architecture Total | | 14 | 15 | 29 |

| Course Code | Course Name | grade | 2019 | | 2019 Total |
|----------------|------------------------------|-------|------|--------|---------------|
| | | | Male | Female | |
| MTARCH001.T273 | Master of Architecture | H1 | 2 | 2 | 4 |
| MTARCH001.T273 | Master of Architecture | H21 | 10 | 4 | 14 |
| MTARCH001.T273 | Master of Architecture | H22 | 2 | 2 | 4 |
| MTARCH001.T273 | Master of Architecture | PASS | | | |
| MTARCH001.T273 | Master of Architecture Total | | 14 | 8 | 22 |

| Course Code | Course Name | grade | 2020 | | 2020 Total |
|----------------|------------------------------|-------|------|--------|---------------|
| | | | Male | Female | |
| MTARCH001.T273 | Master of Architecture | H1 | 3 | 7 | 10 |
| MTARCH001.T273 | Master of Architecture | H21 | 16 | 11 | 27 |
| MTARCH001.T273 | Master of Architecture | H22 | 3 | 4 | 7 |
| MTARCH001.T273 | Master of Architecture | PASS | | 1 | 1 |
| MTARCH001.T273 | Master of Architecture Total | | 22 | 23 | 45 |

| Course Code | Course Name | grade | 2021 | | 2021 Total |
|----------------|------------------------------|-------|------|--------|---------------|
| | | | Male | Female | |
| MTARCH001.T273 | Master of Architecture | H1 | 6 | 8 | 14 |
| MTARCH001.T273 | Master of Architecture | H21 | 7 | 7 | 14 |
| MTARCH001.T273 | Master of Architecture | H22 | 2 | 2 | 4 |
| MTARCH001.T273 | Master of Architecture | PASS | | | |
| MTARCH001.T273 | Master of Architecture Total | | 15 | 17 | 32 |

| Course Code | Course Name | grade | 2022 | | 2022 Total |
|----------------|------------------------------|-------|------|--------|---------------|
| | | | Male | Female | |
| MTARCH001.T273 | Master of Architecture | H1 | 8 | 7 | 15 |
| MTARCH001.T273 | Master of Architecture | H21 | 15 | 16 | 31 |
| MTARCH001.T273 | Master of Architecture | H22 | 1 | 3 | 4 |
| MTARCH001.T273 | Master of Architecture | PASS | | | |
| MTARCH001.T273 | Master of Architecture Total | | 24 | 26 | 50 |

Programme Faculty Characteristics

| | |
|--|----|
| Number of full-time academic staff 1 x Full Professor; 1 x Professor; 3 x Associate Professors; 5 x Assistant Professors | 10 |
| Number of part-time permanent academic staff (Weekly teaching input up to 12 hours) 1 x Full Professor (0.5); 1 x Associate Professor (0.5), 16 x Assistant Professors above and below bar (0.5 and 0.3) | 18 |
| Number of part-time staff (Design Fellows) | 38 |
| Number of faculty promoted each year since the last visit. 1 to Professor; 3 to Associate Professor | 3 |
| The total number of staff maintaining registration (licenses) | 34 |
| 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 28 are registered in Ireland (MRIAI). | |

Full-time Academic Staff

Total Number: 10

| Name and Qualifications | Date appointed | Grade | Responsibility/ Subjects taught | Current Professional Practice Activities |
|---|-----------------------|---------------------|--|--|
| Hugh Campbell B.Arch, MArch.Sc, Ph.D (NUI) | 1997 | Full Professor | History & Theory, Design Studio. | Research, Criticism & Exhibition |
| Finola O’Kane Crimmins B.Arch, PhD (NUI) MRIA | 2006 | Professor | Conservation, History & Theory, Landscape. Director of M.Arch. | Research, Criticism & Consultancy |
| Oliver Kinnane | 2017 | Associate Professor | Architectural Technologies, Sustainable Building Design and Performance | Research, Teaching |
| Ellen Rowley | 2020 | Assistant Professor | | Research, Teaching |
| Paul Kenny B.Tech. (Mech.Eng.CIT Cork) MSc. (Cranfield Univ.) | 2000 | Assistant Professor | Environmental Science, Sustainable Building Design and Performance Phd and MArchSc Programme | Research & Consultancy Director of UCDERG |

| | | | | |
|---|------|---------------------|---|-------------------------|
| Samantha Martin BA, (Smith Mass) MPhil (Cantab), PhD(Cantab) | 2007 | Associate Professor | History & Theory; Head of Teaching and Learning - Architecture | Research & Criticism |
| Elizabeth Shotton B.Comm (CU Ottawa) B.Arch (UBC Vancouver) AIBC, PhD (UCD) | 2005 | Associate Professor | Design Studio, Design Technologies. | Research + Teaching |
| Chiara Cocco | 2022 | Assistant Professor | Digital Design Technologies, Design Studio | Research + Teaching |
| Philip Crowe | 2020 | Assistant Professor | Sustainability | Research + Teaching |
| Daniel Sudhershan Grad.Dip.Arch (LSA), BA in Architecture (LSA) | 2004 | Assistant Professor | Architectural Technologies. | Research + Teaching |

Part-time permanent academic staff

Total Number: 18

| Name and Qualifications | Date Appointed | Grade | Responsibilities/ Subjects taught | Current Professional Practice Activities |
|---|-----------------------|------------------------------|--|---|
| Professor Nasrin Seraji | 2021 | Full Professor (50%) | MArch I, II | Practice + Research |
| Dorothy Jones B.Arch MRIAI | 2005 | Assistant Professor (20%) | Professional Studies, MArch I, II | Professional Practice Project Management |
| Orla Hegarty B.Arch MRIAI RIBA | 2007 | Assistant Professor (90%) | Professional Diploma Prog Director | Practice & Research |
| Alice Clancy BArch Cert Prof Practice | 2014 | Assistant Professor (50%) | Research Seminar, MArch I, Design Studio BScArch II | |
| Paul Arnold B.Arch. Dip. Cons | 2005 | Assistant Professor (30%) | Conservation Ecology of Arch, MUBC Director | Practice & Research |
| Peter Cody Dip.Arch. MSc.Arch (Columbia) MRIAI | 2005 | Assistant Professor (30%) | Design Studio, BscArch1, MArch II Director of B.Arch.Sc. | Practice & Research |

| | | | | |
|---|------|---------------------------------|---|------------------------|
| Will Dimond B.Arch, MRIAI | 2005 | Assistant Professor (30%) | Design Studio BScArch III, MArch II | Practice & Research |
| Marcus Donaghy B.Arch, MRIAI | 2005 | Assistant Professor (30%) | Design Studio BScArch II, MArch II | Practice & Research |
| Tiago Faria B.Arch. Member of Ordem dos Arquitectos Portugueses | 2007 | Assistant Professor (30%) | Design Studio BScArch III, MArch II | Practice & Research |
| Miriam Fitzpatrick B.Arch, M.Sc.City Design (LSE) RIBA | 2005 | Assistant Professor (30%) | Masters in Urban Design | Teaching & Research |
| Alan Mee B. Arch, MRIAI | 2005 | Assistant Professor (30%) | Masters in Urban Design, Programme Director | Practice & Research |
| Orla Murphy B.Arch MRIAI | 2005 | Assistant Professor (30%) | Design Studio MArch I and II | Practice & Research |
| Mary Laheen B.Arch, MUBC, MRIAI | 2005 | Assistant Professor (30%) | Design Studio MArch I and II | Practice & Research |
| James Rossa O'Hare | | Assistant Professor (30%) | Digital Drawing, Design Studio BscArch II | Practice & Research |
| Michael Pike M.Arch.Sc. B.Arch MRIAI | 2005 | Associate Professor (50%) | MArch I+II Head of Architecture | Practice & Research |

| | | | | |
|--|------|---------------------------------|---|------------------------|
| Emmett Scanlon, B.Arch, MSc.Arch, MRIAI | 2005 | Assistant Professor (50%) | Design Studio MArch I and II | Practice & Research |
| Peter Tansey B.Arch, MArch (Berlage) MRIAI | 2005 | Assistant Professor (30%) | Design Studio BScArch II | Practice & Research |
| Fiona Hughes BArch | 2014 | Assistant Professor (30%) | Design Studio MArch I and II, Professional Practice, BScArch III | Practice & Research |

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

Part-time staff (Design Fellows)

Total Number: 38

| | |
|-------------------|--------------------------|
| Robert Bourke | Design Studio |
| Chris Boyle | Design Studio |
| Phoebe Brady | Design Studio |
| Nicci Brock | Design Studio |
| Douglas Carson | Design Studio |
| Claire Chawke | Design Studio |
| Philip Comerford | Design Studio |
| Anna Cooke | Design Studio |
| Sarah Cremin | Design Studio |
| Paul Durcan | Design/Technology Studio |
| Ruairi Finnucane | Design Studio |
| Eileen Fitzgerald | Design Studio |
| Damien Hannigan | Technology Studio |
| Michael Hayes | Design Studio |
| Anna Hofheinz | Design Studio |

| | |
|-----------------------|---------------------------|
| Livia Hurley | Design Studio |
| Jonathan Janssens | Design/Technology Studio |
| Merlo Kelly | Design Studio |
| David Leech | Design Studio |
| Pierre Long | Technology Studio |
| John-Barry Lowe | Design Studio |
| James Martin | Design Studio |
| Ronan McCann | Design Studio |
| Fiona McDonald | Design Studio |
| Rae Moore | Design Studio |
| Denise Murray | Design Studio |
| Benjamin Mullen | Design Studio |
| Eibhlin Ni Cathasaigh | Design/Technology Studio |
| Thomas O'Brien | Design Studio |
| Emer O'Daly | Design/Technology Studio |
| Ruth O'Herlihy | Design Studio |
| Oran Ó'Siocháin | Design Studio |
| Ciara Reddy | Design Studio |
| Joseph Swan | Technology/Digital Skills |
| Stephen Tierney | Design Studio |
| Simon Walker | Design Studio |
| St. John Walsh | Design/Technology Studio |
| Robert Wightman | Design Studio |

University Staff who contributes to the teaching programmes

Technical Staff

| | |
|-----------------|-----------------------------|
| Stephen Russell | Senior Laboratory Attendant |
| Brian Keogh | Technical Officer |
| John O'Shea | Technical Officer |
| David Wick | Shop Manager |

Administrative Staff

| | |
|-----------------|--|
| Adam Trodd | Administrative Officer II - School Manager |
| Michelle Murray | Executive Assistant |
| Frances Ashmore | Senior Executive Assistant |

Pierre Jolivet
Erin O'Malley

IT Manager, Photography, Representation
Architecture Programme Manager,
Engineering & Architecture Programme Office

Adjunct Staff

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

Faculty Credentials

A resumé for each faculty member teaching in the M.Arch. can be found in this shared folder:

https://drive.google.com/drive/folders/1LRmZC13uTkkV1b4Q16HqaeFU0COt3CYP?usp=drive_link

Part II, Section 1 - Educational Outcomes and Curriculum

II.1.1 Student Performance Criteria

The PSER must include:

- A matrix that identifies each required course in the ICert program with the SPC it fulfills. Limit the designations to the 2–3 cells that point to the courses in which the greatest evidence of student achievement is expected to be found. (See Appendix 5 of the Conditions for a sample SPC matrix.)
- Elective courses should not be included in the SPC matrix.
- A brief description of the pedagogy and methodology used to address Realm C.
- A brief description of the methodology for assessing student work (i.e., “high-pass work” v. “minimum pass work”).

See Student Performance Criteria Matrix overleaf.

SPC Matrix

Main Module for this SPC
SPC is addressed

| | | | Realm A | | | | | | | | Realm B | | | | | | | | | | Realm C | | | Realm D | | | | | |
|---|-----------------------------|--------------------|--------------------------|----------------------------|--------------------------|---------------------------------|----------------------|-----------------------|------------------------------|--|----------------|-----------------|---------------------------|-----------------------------|------------------------|---------------------------|--|-------------------------------------|------------------------------|-------------------------------|--------------|--|------------------------|---------------------------------------|------------------------|------------------------|----------------------------|--------------------------|--|
| | | | A.1 | A.2 | A.3 | A.4 | A.5 | A.6 | A.7 | A.8 | B.1 | B.2 | B.3 | B.4 | B.5 | B.6 | B.7 | B.8 | B.9 | B.10 | C.1 | C.2 | C.3 | D.1 | D.2 | D.3 | D.4 | D.5 | |
| SPC expected to have been met in preparatory or pre-professional education, if applicable | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | Realm A | | | | | | | | Realm B | | | | | | | | | | Realm C | | | Realm D | | | | | |
| SPC met in NAAB ICert program | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Module Code | Module Title | Module Coordinator | Realm A | | | | | | | | Realm B | | | | | | | | | | Realm C | | | Realm D | | | | | |
| ARCT41120 | Comprehensive Design Studio | Marcus Donaghy | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ARCT40010 | Design Technologies I | Tiago Faria | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ARCT40020 | Research + Innovation I | Samantha Martin | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ARCT40050 | Architectural Design VIII | Mary Laheen | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ARCT40080 | Research + Innovation II | Samantha Martin | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ARCT41190 | Design Thesis I | Fiona Hughes | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ARCT40190 | Professional Studies | Dorothy Jones | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ARCT40610 | Major Research Essay | Samantha Martin | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ARCT41130 | Reflective Portfolio Module | Emmett Scanlon | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ARCT41180 | Design Thesis II | Fiona Hughes | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | A.1 Communication Skills | A.2 Design Thinking Skills | A.3 Investigative Skills | A.4 Architectural Design Skills | A.5 Ordering Systems | A.6 Use of Precedents | A.7 History + Global Culture | A.8 Cultural Diversity and Social Equity | B.1 Pre-Design | B.2 Site Design | B.3 Codes and Regulations | B.4 Technical Documentation | B.5 Structural Systems | B.6 Environmental Systems | B.7 Building Envelope Systems + Assembly | B.8 Building Materials + Assemblies | B.9 Building Service Systems | B.10 Financial Considerations | C.1 Research | C.2 Integrated Evaluations + Decision-Making Processes | C.3 Integrative Design | D.1 Stakeholder Roles in Architecture | D.2 Project Management | D.3 Business Practices | D.4 Legal Responsibilities | D.5 Professional Conduct | |

Part II, Section 2 - Curricular Framework

II.2.1 National Authorization and Institutional Quality Assurance

The institution offering the internationally certified degree program must be authorized by a government ministry or other appropriate national agency to offer higher education in the country in which it is located. Provide a copy of the most recent letter, certificate, or charter from the ministry/agency regarding the institutional authorization.

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

For further information please refer to the following links:

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

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

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

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

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

Along with these annual and ongoing practices, the programme is subject to review under the terms of its accreditation by both the RIAI (Royal Institute of Architects in Ireland) and the RIBA (Royal Institute of British Architects). Both accrediting bodies do accreditation visits on a five-year cycle. The school had visits from both institution in 2018 (in June and October) and in both instances received a recommendation of continuing accreditation for five years. The next accreditation visits from the RIAI and RIBA are scheduled for Spring 2024.

The school is also subject to cyclical internal review through the University's Quality Assessment/ Quality Improvement process. The School of Architecture, Planning and Environmental Policy went through the QA/QI Process in 2015/16. As described in 1.1.5, this involved the preparation of a detailed Self-Assessment Report, and a review from a visiting panel, and resulted in a set of commendations and recommendations for quality improvement. After a longer than usual interval, the School's next QA/QI will be in Spring 2024. The Self-Assessment Report is being prepared currently and may be available in draft form during the NAAB visit.

https://drive.google.com/drive/folders/1qGeGKqphA_tBsnNx4xT1TWsCR-O8icIR?usp=drive_link

II.2.2 Professional Degrees and Curriculum

See the Conditions for International Certification for a description and definition of the curricular requirements.

The PSER must include:

- If the requirement for general studies courses in the arts, humanities, and sciences is met prior to university-level education, describe the system for general studies education in the local context and how it is substantially equivalent to the requirement for “General Studies” as described in II.2.2.
- A brief description of the method for determining credit hours and grades
- 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)
3. BArchSc (Hons) – 4-year-long Pre-Professional degree (240 ECTS = 120 US credits)

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

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

students, teachers and researchers within and beyond EU, but also to ensure high-quality teaching within EU. The idea is should allow the different national systems within EU to give the flexibility to structure the educational system into three stages: Stage 1: Bachelor, Stage 2: Master and Stage 3: Doctor (PhD).

As part of this process UCD Architecture introduced the MArch and phased out its long-running two-year professional degree, the BArch in stages. This new structure is the so-called 'three-plus-two' Bologna structure, three year full time Bachelor's degree (B.Sc in Architectural Science - 180 ECTS = ~ 90 US credits), followed by two year Master's degree (MArch - 120 ECTS = ~ 60 US credits).

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

More recently, from 2019, UCD Architecture introduced the four-year B.ArchSc programme, which facilitated students to study at undergraduate level (which incurs no fees for Irish and EU students) for four years rather than three, before entering the graduate programme (which does incur fees). The content of the final year of the B.ArchSc maps exactly onto the content of year one of M.Arch. Hence, those completing the B.ArchSc can proceed immediately to year two of the M.Arch. In order not to use the same credit towards two different awards, they graduate with the three-year BSc (Arch) and fold the other 60 credits towards their 120 credit MArch.

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

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

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

The MArch programme offers students the options to pursue their special interest in related fields. In the academic year 2022/23, in Year One of the MArch programme, the students could take 2 option modules (one in each semester) from 8 offered modules from Governing Nature to Sustainable Building Design and Performance

The list of options (minors) offered in 2022/23:

| Semester 1 | Module Code | | Module Title | Credits | Level* |
|---------------|-------------|-------|---|---------|--------|
| SEM_1 | ARCT | 40030 | Realising Built Projects | 5 | 4 |
| SEM_1 | ARCT | 41210 | Architecture in Climate Emergency | 5 | 4 |
| SEM_1 | ARCT | 40170 | Conservation: History, Theory & Practice | 5 | 4 |
| SEM_1 | ARCT | 40660 | Street Life: Urban Design Intro | 5 | 4 |
| SEM_1 | PLAN | 40030 | Planning Society and Diversity | 5 | 4 |
| Semester 2 | Module Code | | Module Title | Credits | Level |
| SEM_2 | ARCT | 41240 | Urban Resilience and Ethics | 5 | 4 |
| SEM_2 | ARCT | 40180 | Urban Design Theory | 5 | 4 |

*Level 4 is masters level

In Semester Two of 2022/23, students were asked to take one option module from the Technology Option list

| <u>Technology Options</u> | | | <u>SEMESTER TWO</u> | | |
|---------------------------|-------------|-------|------------------------|---------|-------|
| Semester | Module Code | | Module Title | Credits | Level |
| SEM_2 | ARCT | 40870 | Agency: Design / Build | 5 | 4 |
| SEM_2 | ARCT | 40950 | Concrete Research | 5 | 4 |

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

Research and Innovation Seminar Topics 2022/23:

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

- The Anthropocene Architect
- Designed for Dissent
- Natural Light in Architecture
- Writing For/About Architecture
- Irish Designed Landscapes
- Real Utopias
- What Gets Built

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

- Mavericks + Monsignors/co-ops + communities
- Local Materials 2023

2021/22

In the academic year 2021/22, in Year One of the MArch programme, the students could take 2 option modules (one in each semester) from 12 offered modules. The list of options (minors) offered in 2021/22:

| Semester | Module Code | | Module Title | Credits | Level* |
|-----------------|--------------------|--------------|---|----------------|---------------|
| 1 | | | | | |
| SEM_1 | ARCT | 40030 | Realising Built Projects | 5 | 4 |
| SEM_1 | ARCT | 41210 | Architecture in Climate Emergency | 5 | 4 |
| SEM_1 | ARCT | 40170 | Conservation: History, Theory & Practice | 5 | 4 |
| SEM_1 | ARCT | 40660 | Street Life: Urban Design Intro | 5 | 4 |
| SEM_1 | PLAN | 40030 | Planning Society and Diversity | 5 | 4 |
| Semester | Module Code | | Module Title | Credits | Level |
| 2 | | | | | |
| SEM_2 | ARCT | 41240 | Urban Resilience and Ethics | 5 | 4 |
| SEM_2 | ARCT | 40180 | Urban Design Theory | 5 | 4 |

*Level 4 is masters level

In Semester Two of 2022/23, students were asked to take one option module from the Technology Option list

| <u>Technology Options</u> | | | <u>SEMESTER TWO</u> | | |
|----------------------------------|--------------------|-------|----------------------------|----------------|--------------|
| Semester | Module Code | | Module Title | Credits | Level |
| SEM_2 | ARCT | 40870 | Agency: Design / Build | 5 | 4 |
| SEM_2 | ARCT | 40950 | Concrete Research | 5 | 4 |

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

Research and Innovation Seminar Topics 2021/22

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

- Hospital Architecture
- Industrial Landscapes and the Technological Sublime
- Into Detail
- The Anthropocene Architect
- Imperial Military/Plantation Landscapes
- Feminist Practices in Architecture
- What Gets Built – the conditions of contemporary construction

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

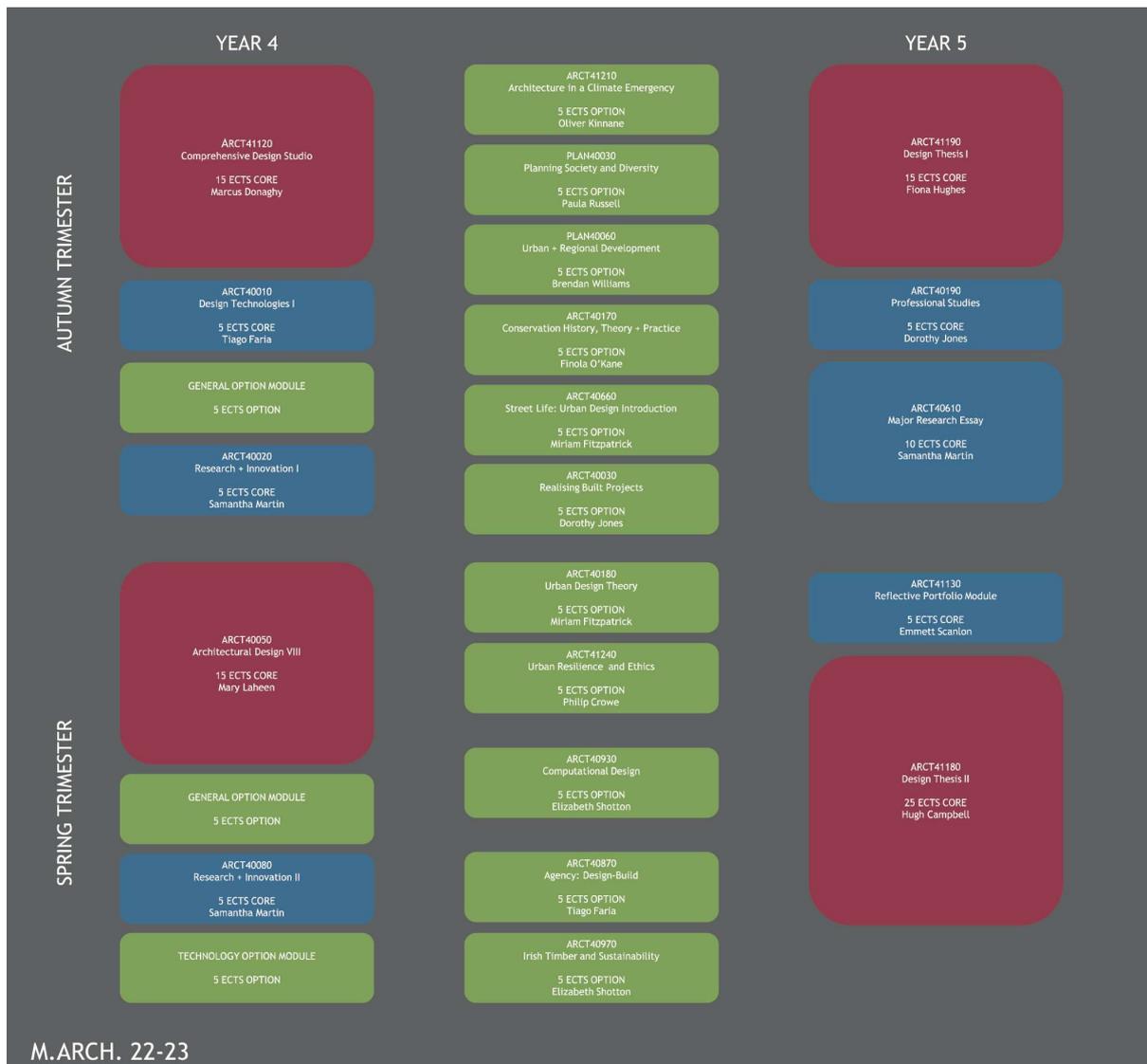
- Designed for Dissent
- Access: Alternative Homes
- Survey, Measurement and Drawing
- Scale and Imagination
- Photography and Spatial Narrative

- A list of the minimum number of credit hours required for each semester or term

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

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

- A list identifying the courses and their credit hours required for professional content and the courses and their credit hours or prerequisites required for general education for each ICert degree program offered



M.Arch. Programme Map 2022-23

| Module ID | Title | Credits | Trimesters | Status |
|---|--------------------------------|---------|------------|--------|
| Stage 1 - Core Modules | | | | |
| ARCT40010 | Design Technologies I | 5.00 | Autumn | Active |
| ARCT40020 | Research & Innovation in the D | 5.00 | Autumn | Active |
| ARCT40050 | Architectural Design VIII | 15.00 | Spring | Active |
| ARCT40080 | Research and Innovation in the | 5.00 | Spring | Active |
| ARCT41120 | Architectural Design VII | 15.00 | Autumn | Active |
| Stage 1 - Technology Options (A)1OF: | | | | |
| Note re Technology Options: Students going out on Exchange programmes in the Autumn Trimester must take ARCT40870 Agency: Design / Build as their Technology Option in the Spring Trimester. | | | | |
| ARCT40870 | Agency: Design / Build | 5.00 | Spring | Active |
| ARCT40950 | Concrete Research | 5.00 | Spring | Active |

| Module ID | Title | Credits | Trimesters | Status |
|--|--------------------------------|---------|--------------------------------|-------------------|
| Stage 1 - General Options (B)2 OF: | | | | |
| Students must select TWO GENERAL OPTION Modules, ONE in EACH Trimester, from the list of General Options below: | | | | |
| ARCT40030 | Realising Built Projects | 5.00 | Autumn | Continuing Module |
| ARCT40170 | Conservation History, Theory & | 5.00 | Autumn | Active |
| ARCT40180 | Urban Design Theory (UDT) | 5.00 | Spring | Active |
| ARCT40660 | Street Life:Urban Design Intro | 5.00 | Autumn | Active |
| ARCT41210 | Architecture in Climate Emerge | 5.00 | Autumn | Active |
| ARCT41240 | Urban Resilience and Ethics | 5.00 | Spring | Active |
| PLAN40030 | Planning Society and Diversity | 5.00 | Autumn | Active |
| Stage 2 - Core Modules | | | | |
| ARCT40190 | Professional Studies II | 5.00 | Autumn | Continuing Module |
| ARCT41130 | Reflective Portfolio Module | 5.00 | 2 Trimester duration (Aut-Spr) | Active |
| ARCT41180 | Design Thesis 2 | 25.00 | Spring | Active |
| ARCT41190 | Design Thesis 1 | 15.00 | Autumn | Active |
| ARCT41300 | Major Research Essay | 10.00 | 2 Trimester duration (Aut-Spr) | Active |



B.Arch.Sc. Programme Map 2022-23

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

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

On Erasmus / International exchange student exchange:

The main off-campus activity that our MArch students undertake is through our student exchange programme. We see our school as locally rooted and globally connected. More than 60% of our students from the MArch programme use the opportunity to study for a semester in one of our partner schools in Asia, Australia, the US, but mostly in Europe. Our students agree in advance and confirm the modules

they will be taking during their stay in another host institution with the UCD Programme coordinator prior to travel, the modules from the host institute must fulfill our required learning outcomes for that semester and they should earn at least 25 ECTS per semester (~12.5 US Credits). On their return, at the beginning of the final year the student work from the Erasmus and International exchange will be exhibited to the school. This gives the opportunity to the faculty, staff and the student body to discuss the work, which was produced in one of our partner schools. It also gives students an invaluable opportunity to experience architecture in a variety of cultural contexts. We also receive an increasing number of international students from our partner schools for the BSc in Architectural Science and for the MArch programme which makes UCD Architecture a truly international school.

For further information:

www.ucd.ie/a pep/study/internationalprogrammes/

The current list of our Erasmus and International Partner Schools:

| No | City, Country | Host Institute |
|----|----------------------|--------------------------------------|
| | | ERASMUS |
| 1 | Austria, Vienna | Technische Universität Wien |
| 2 | Denmark, Aarhus | Arkitektskolen I Aarhus |
| 3 | Finland, Oulu | Oulun Yliopisto, Oulu |
| 4 | Germany, Munich | Technische Universität München - TUM |
| 5 | Germany, Stuttgart | Universität Stuttgart |
| 6 | Germany, Weimar | Bauhaus Universität |
| 7 | Liechtenstein, Vaduz | Fachhochschule Liechtenstein |

| | | |
|----|-----------------------|--|
| 8 | Netherlands, Delft | Technische Universiteit Delft |
| 9 | Norway, Oslo | Arkitekt hogskolen I Oslo |
| 10 | Norway, Trondheim | Norges teknisk-naturvitenskapelige universitet – NTNU |
| 11 | Poland, Gdansk | Politechnika Gdanska |
| 12 | Spain, Madrid | Escuela Técnica Superior de Arquitectura de Madrid - ETSAM |
| 13 | Spain, Zaragoza | Universidad de Zaragoza |
| 14 | Sweden, Lund | Lunds Tekniska Högskola |
| 15 | Sweden, Stockholm | Kungl Tekniska Hogskolen Stockholm |
| 16 | Switzerland, Fribourg | Ecole d'ingénieurs et d'architectes de Fribourg |
| 17 | Venice, Italy | IAUV |
| | | Non-European Exchange |
| 20 | Australia, Brisbane | University of Queensland |
| 21 | Australia, Perth | University of Western Australia (UWA) |
| 22 | Australia, Sydney | University of Sydney, Australia |
| 23 | Canada, Vancouver | University of British Columbia |
| 24 | China, Beijing | Tsinghua University |

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

Part II, Section 3 - Evaluation of Preparatory Education

The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or pre-professional education of individuals admitted to the ICert degree program.

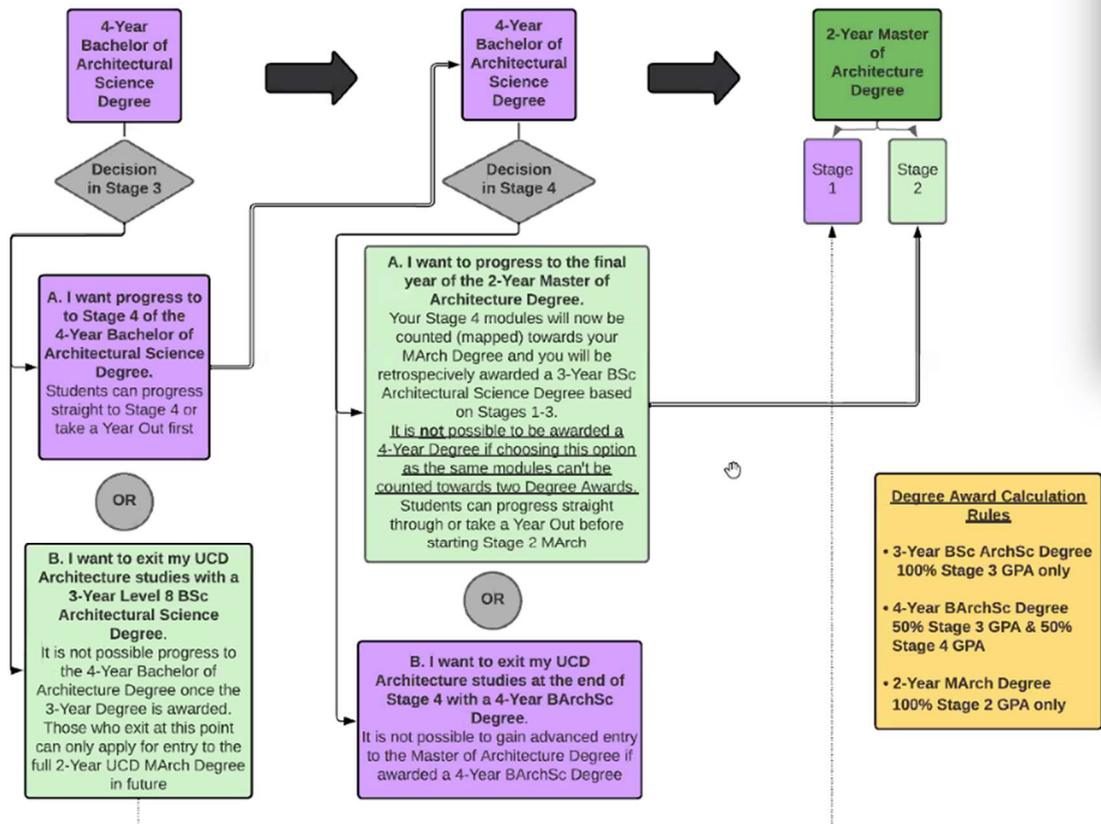
- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.
- If a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist.

The PSER must include:

- A description of the process for evaluating the preparatory education of students admitted to the ICert program. 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.

UCD Architecture offers a four year B ArchSc as the Preparatory / Pre-Professional degree, with the option of exiting after third year with a BSc ArchSc degree. This degree is accredited by the Royal Institute of British Architects (RIBA Part I qualification) and the Royal Institute of the Architects of Ireland. There are two main elements to the undergraduate programme - studio based project work (architectural design, technical detailing, drawing, model making, digital visualisation and representation) and lecture programmes (building technology, building environment, climate action, structure, architectural practice, historical and theoretical material). The undergraduate programme also offers students the choice of elective modules. Project work is taught in the architecture design studios through a combination of lectures, individual and group tutorials, field trips, shared reviews and exhibitions. Lecture-based modules are grouped under the broad headings of Technical (Architectural Technologies, Structures, Environmental Science, Sustainability) and Cultural (Architectural History and Theory, Practice, Ecology, Conservation, Urban & Landscape). Modular descriptors from the B.ArchSc programme are attached to this PSER. Many student performance criteria are introduced in the Preparatory degree, whereas the SPCs are covered in the MArch Programme. On successful completion of the B ArchSc programme students can gain advanced entry to stage 2 of the MArch programme (with automatic progression for those students who achieve a GPA of 2.8 (mid 2H2). Most of our undergraduate students advance to the MArch using the advanced entry route. Students who exit after third year with a BSc ArchSc degree can only in future apply for entry to the full two year MArch degree at UCD.

UCD Architecture Programme - Decision & Exit Points



Admission to the MArch:

The numbers for internal progression students are a combination of our students who progressed directly to Stage 1 MArch and those who progressed to Stage 4 BArch and this has varied year on year as the 4-Year Undergrad Degree was phased in. At the time of the last NAAB visit in 2016/17 more than 83% of MArch candidates progressed directly from UCD's undergraduate architecture programme. Since then the school has been successful in moving towards a more diverse intake, although Covid-19 had an impact on achieving a steady increase.

In the 2017-2023 period the percentage of MArch entrants (registered students) that came from outside of UCD has varied substantially from year to year and this is most probably due to the many connected impacts of Covid-19. The overall number of students entering MArch 2 has also varied as some students elected to take a year out in the epidemic's aftermath. In 2020-2021 the percentage of external students entering the MArch programme stood at 15%, in 2021-2022 17.80% but this dropped to 6.4% in 2022-2023, with the students originating in USA, UK and Ireland that year. We are currently assessing the optimal number of external students that the programme might accommodate. We have registered students from a broad range of countries in the 2017-2023 period, including India, China, USA, Mexico,

Honduras, Malawi, Brazil, Pakistan, Iraq, Lebanon, Saudi Arabia, Singapore Germany, Italy, Belgium, UK and Ireland.

The UCD Admissions Office keeps the record of student applications, prior qualifications, portfolios and other relevant documents from accepted external candidates. Please refer to 1.2.1 (Students) for more information.

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

Programme:

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

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

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

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

Current Composition of the Admissions Committee:

- Head of Architecture Michael Pike
- MArch Program Coordinator Professor Finola O'Kane
- Design Studio MArch Year 1 Semester 1 Coordinator Marcus Donaghy
- Design Studio MArch Year 1 Semester 2 Coordinator Mary Laheen
- Design Studio MArch Year 2 Coordinator Fiona Hughes

Interview and Portfolio reviews are held in regular intervals. Normally two members of the committee interview the candidates. Michelle Matthews, Programme Manager, Valerie Kendlin, Senior Administrator and Erin O'Malley, Senior Programme Manager, coordinate the interview process and inform the candidates about the outcome.

Part II, Section 4 - Public Information

The main website for the UCD School of Architecture, Planning and Environmental Policy is www.ucd.ie/a pep. This site provides a summary of activity within the school. Programme information is arranged according to subject. The primary audience for this content is prospective undergraduate and postgraduate students. More specifically to Architecture are two currently live websites. “UCD Architecture” (www.ucdarch.com) features an online exhibition of the work produced by Years 1-3 during the 2020/2021 academic year across multiple modules. “UCD Masters of Architecture” (www.ucdarchm.com) features an online exhibition of studio-related work by Years 4-5 during the 2020/2021 academic year.

II.4.1 Statement on Substantially Equivalent Degrees

As per *The 2020 Edition, Appendix 2 NAAB Conditions for Accreditation* 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 appended to the school website and will feature in all future catalogues and promotional materials. See MArch webpage here:

<https://www.ucd.ie/a pep/about/architecture/>

II.4.2 Access to NAAB Conditions and Procedures

As per *The 2020 Edition, Appendix 2 NAAB Conditions for Accreditation* 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, documents are publically available through links the MArch webpage, along with a link to the NAAB website, see:

a) *Conditions for Accreditation, 2020 Edition*

b) *Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)*

c) *Procedures for Accreditation, 2020 Edition*

d) *Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)*

<http://www.ucd.ie/a pep/about/architecture/>

<https://www.naab.org/wp-content/uploads/2020-NAAB-Conditions-for-Accreditation.pdf>

II.4.3 Access to Career Development Information

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

BSc final year students get career development advisory talk from the Programme Coordinator. The school tutorials on Portfolio preparation for job applications and also Interview training. BSc and MArch final year students get an advisory session from the Career development office. Professional Practice tutor also talk to the MArch final year students about Career options.

II.4.4 Public Access to APRs and VTRs

As *The 2020 Edition, Appendix 2 NAAB Conditions for Accreditation* In order to promote transparency in the process of substantial equivalency in architecture education, the memorandum prepared by the NAAB following the second visit in Autumn is available to the public via the MArch webpage see < <http://www.ucd.ie/t4cms/NAAB-Visiting-Team-Report-for-Visit-Two.pdf>>

The APR for Visit 2 which was submitted in July 2014 is available to the public via the MArch website: <http://www.ucd.ie/t4cms/UCD-Architecture-Programme-Report-Visit-Two-July-2014.pdf>

The APR for Visit 3 which was submitted in July 2017 is available to the public via the MArch website: [https://www.ucd.ie/a pep/t4media/UCD%20Architecture APR Amended 02-October-2017 DS.pdf](https://www.ucd.ie/a pep/t4media/UCD%20Architecture%20APR%20Amended%2002-October-2017%20DS.pdf)

Part III - Progress Since the Last Site Visit

In this section the program must document all actions taken since the previous visit to address Conditions Not Met and “Items to Address” cited in the VTR for ICert visit two or, in the case of visits to renew ICert, in the VTR from the previous visit. The PSER must include the title of the condition, the exact text quoted from the previous VTR, and the activities undertaken to respond to the deficiency. The format is specified in the PSER template. Further, if the Conditions have changed since the previous visit, the PSER must include a brief description of changes made to the program as a result of changes in the Conditions. This section is limited to five pages, total.

Example: A.4 Technical Documentation. Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design. (2012 Conditions for Substantial Equivalency)

Visit two team assessment (2015): [quote the team’s assessment from the VTR for visit two exactly as it is written—for example:] This condition is Not Met. Although evidence was found in ARCH 325 Building Structures and Materials and ARCH 450 Working Drawings, the team did not find evidence of coverage of outline specifications.

Program response (2021): [Describe how the program has worked to address this deficiency since the last visit.]

III.1.1 Responses to Conditions Not Met

II.1.1. Student Performance Criteria

A.9 Historical Cultures and Traditions (not met)

Visit Three Team Assessment (2017):

A.9 Historical Traditions and Global Culture is still not met. Although the team appreciates the efforts underway to address this SPC, there is not sufficient evidence of student achievement available to demonstrate understanding of the non-Western traditions aspect of the SPC.

Evidence of student achievement at the prescribed level was not sufficiently and consistently found, although there are indications the program is working to comply. In response to the “Not Met” assessment for SPC A.9 during Visit Two, the school is developing a new lecture series to address non-Western canons and traditions. The lecture series was initiated with five presentations in Spring 2017 under the title “Silk Road Cities: Architecture and Urbanism from East to West.” Beginning Spring 2018

the program intends to expand the series to ten lectures under the same title. Attendance at these lectures was required of all second year M. Arch. students and participation in the post-lecture discussion counted for 10% of the ARCT 40610 semester grade. While some of this content is being covered, attendance alone does not constitute evidence of “understanding.” Discussions with the associate dean confirm that efforts are underway to develop student learning assessment mechanisms that can be used to confirm student achievement at the required level of understanding. The team did find limited evidence in the undergrad course ARCT 10070 History and Theory of Architecture 1, which covers some non-Western traditions/history. In addition, students who transfer into the program for M. Arch. do not take these courses and the admissions process is not currently set up to screen for any SPCs, since the program’s current set up has all SPCs being covered/evidenced primarily at the graduate level. A review of ARCT 40020 and 40080 along with ARCT 41130 did provide ample evidence that these courses cover the remaining canons and traditions in architecture, landscape, and urban design and include examples of local, regional, and the national setting of Ireland and Western cultures.

Program Response (2023):

UCD Architecture acknowledges the issue. Since the last visit we have continued to develop ARCT 10070 History and Theory of Architecture 1 to cover aspects of non-Western traditions and history. Within the new structure of the Design Research Studios we have been endeavoring to broaden the research focus and the range of precedents. The principle developments with respect to this SPC have taken place within the final year thesis project (ARCT 41190 & 41180) and the Major Research Essay (ARCT 40610).

The Major Research Essay (ARCT 40610) often combines historical method and analysis with the architect's ability to analyse space and its modes of representation. It typically takes the form of an extended piece of writing (8,000 words). Other alternative research modes (material study and analysis for example) may require different modes of submission and/or assessment).

The skills required to complete the historical form of MRE are initially developed in the four history and theory modules of the undergraduate programme (ARCT 10070, 10090, 20040, 30030). The ultimate undergraduate history and theory module (ARCT 30030) is assessed 30% by an illustrated essay of 2,500 words. This requires each student to develop a written argument in a fully-referenced piece of academic writing demonstrating an awareness of the state of research in the field, of primary and secondary sources and incorporating a bibliography. This module's course material (assessed by written exam 70%) places particular emphasis on the history and analysis of colonial space, drawing from Ireland's own plantation and imperial legacies. This is considered to epitomise the greatest degree of transfer between Ireland's own historical traditions and global culture and facilitates the engagement of students from diverse cultural and geographical backgrounds.

B.4 Site Design (not met)

Visit Three Team Assessment (2017):

B.4 Site Design is still not met. Although there are lectures on site considerations, and indications that the program has been adjusting its program to address this deficiency, there is not yet consistent evidence of student performance at the prescribed level of ability.

Evidence of student achievement at the prescribed level for basic principles of site design, grading, water management, and subsurface conditions was not seen in projects reviewed. Students were exposed to site design in ARCT 40010 Design Technologies I, as well as in some of the BSc course work, yet their ability to respond to site characteristics including watershed conditions in the development of a project design was not consistently found. Many projects were located on flat, tight, urban infill sites where little to no site consideration was required. Although a few projects in ARCT 41110 Thesis Design Seminar had more dynamic sites and some sketches indicated occasional ability, this was not consistent enough or robust enough to satisfy that all students are meeting this SPC at the prescribed level.

Program Response (2023):

UCD Architecture acknowledges the issue. Since the last visit we have adjusted our program to address this SPC in more detail. This has happened within the 3rd Year Design Studio of the Undergraduate degree, where the work in 2022-23 was based on Clare Island in Co. Mayo. This required the students to study the site conditions, topography, and water management of the existing island in detail and to design careful interventions in response to these conditions. The SPC has also been addressed in the M.Arch. through the new Design Research Studio that addresses issues of Landscape and Economy. This studio, in both M.Arch. I and M.Arch.II has undertaken extensive research on Site Design issues and has required the students to make design proposals that respond to this research. In 2022-23 a detailed study of the Aran Islands was undertaken by this studio, including close study of the geology, topography, water management. This research work underpinned the subsequent design work. We would like the response to these issues to be embedded within the studio design culture, rather than being an add-on.

II.2.2 Professional Degrees and Curriculum (not met)

Visit Three Team Assessment (2017):

As is standard with many European universities, the school structure follows the Bologna structure: a three-year Bachelor's with a two-year Masters. The focus is almost entirely on professional studies. This structure is set by the university so that the EU follows a common regulated compatible credit system to

promote mobility of its students, faculty, and researchers and to ensure quality across the many countries within the EU. For the school program, this 3+2 structure totals 300 ETCS (150 U.S. credits). However, the current curricular framework as established by the university, does not include a general studies program at any level (graduate or undergraduate). We understand that this is somewhat typical of European universities, with focus centered on professional studies. Further, electives are limited to mostly professional-related content. Therefore, the 30% requirement is not met, with only 10 ETCS (5 U.S. credits) of a required 54 ETCS (27 U.S. credits) provided through the Horizon's program, which does University College Dublin Visit Three for Substantial Equivalency November 5-8, 2017 29 allow students to take courses in other disciplines based on their interests. As such, the requirement for at least 20% of the credits in the professional architecture degree to be met outside architectural studies is also not met. The program does include professional electives allowing students to develop some level of concentration within the program. Minors do not exist anywhere in the university as a matter of university structure. The program does meet the professional studies requirement.

Program Response (2023):

This issue arises from a difference in the university structure, where general studies are not embedded within the third-level education system. Our students do get the opportunity to chose Elective Modules in the Undergraduate degree program from across the university, but the structures in place do not enable us to achieve the requisite 20% of credits outside architectural studies.

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

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

Self-Assessment (Professor Nasrin Seraji)

UCD architecture with the support of Glenn Murcutt and Shelley Mc Namara chose me as their new full professor of Architecture practice. Since February 2021, I have had the pleasure of working with the faculty of architecture at the school.

In June 2021, traveling was opened in Europe and we met collectively with the faculty to organise and structure the post pandemic programme. We decided to have a common site (The Dublin General Post Office) and a vertical studio comprised of Y1, Y2, Y3 and Y4 .

Year five or thesis year was not included except for a three week Charette on research methods concerning the common site.

This project was designed to allow us to have a Pedagogical Self-assessment process two years prior to the NAAB certification Visit. All teachers were teaching groups of students comprising of all years. This allowed for very diverse projects as well as distinguishing where faculty's strengths and weaknesses were and where they could be placed in the teaching roster in the years to come.

The Single Common Site also allowed for sharing of research and analysis carried out by different groups. In the first semester we invited reviewers that were mostly historians and critics and the second semester mostly practitioners.

The First semester research and analytical work allowed for research strands to be identified for the second semester. The common project also allowed us to have a very meaningful retreat at the end of year (July 2022) to restructure the programme for the 2022-2023 academic year. Michael Pike the new head of architecture was on board from September 2022 with two new directors of BArch and MArch. We also introduced a new Management Team comprising of the Two full Professors of Architecture and Architecture Design as well as the Directors of BArch and MArch.

The Management team works collegially prior to all faculty meetings, to discuss ,prepare and implement any structural changes that are decided.

Since the last NAAB Certification the Master of Architecture has seen a few changes:

Teaching and Research

Four new Research Strands were identified through the student's dissertations.

- Living, Housing, City,
- Ecology, Geography, Landscape

- Past, Future, ReUse
- Embodiment, Resources, Material

With the perspective of a new 5th strand in the coming year following the success of some faculty in the curatorial work of the Venice Biennale for the (second time) and new Design fellow hires with curatorial competencies.

- Media, Art, Curation

These Five Research strands work as the main thrust and structure of our new Design Research Studios (4th and 5th Year) as well as our new Design Research Centre (submitted to the University for approval) which shall engage in Architectural Research. The Centre shall enable critical practice rooted in theory and active research. The Design Research Centre shall through a series of essential partnerships connect the University to the wider design and construction industry. It seeks to build on a variety of existing strands of nascent design research topics in the school inciting an ecology of inter and transdisciplinary research rigour with creative and critical design activity.

Curriculum changes

The MArch-I (Y4) students will be working on an integrative project comprising of one or many aspects of the Research strands described above (in Teaching and research section) and prepare themselves to choose their thesis topics for MArch-II (Y5). We are working on integrating Technology, Construction and Structure modules to design studio Modules.

The MArch-II (Y5) students shall work in one of the Design Research Studios of their choice integrating earlier (Y4) analytical research documents in their final projects.

Another major change that will be taking place this coming academic year is the Module ARCT40610(Dissertation) which will bridge over the two final semesters as opposed to being in one semester. The reason for this change is to allow students to better integrate the topic of their written dissertation with their final Design Research Project.

All these changes have been tested and discussed prior to implementation in the coming academic year.

III.1.2 Responses to Items to Address

The Visiting Team in 2017 did not identify any Causes for Concern.

Part IV - Supplemental Information

Rather than being appended to the PSER, these documents should be provided by hyperlink or stored on an easily accessible digital portal such as Dropbox.

- Résumés of faculty teaching in the ICert program (use template in Appendix 2 of the Conditions for NAAB International Certification)

https://drive.google.com/drive/folders/1LRmZC13uTkkV1b4Q16HqaeFU0COt3CYP?usp=drive_link

- Faculty credentials matrices (use template in Appendix 3 of the Conditions for NAAB International Certification)

https://drive.google.com/drive/folders/1biWhVh_vYLialorbxpL6SPZOJFvpTzQ?usp=drive_link

- Plans or images of physical resources assigned to the program

https://drive.google.com/drive/folders/1y6zMdZ6Z-Ork6DG3NBTqWphmfQ13t1ib?usp=drive_link

- Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program. The program must use the template available in Appendix 1 of the Conditions for NAAB International Certification.

https://drive.google.com/drive/folders/1FtLr6-pcbd7YISfcpneu0sOph0MzGEmU?usp=drive_link

- Studio Culture Policy

https://drive.google.com/drive/folders/1c-6M-IXdij0zpZrOWa8JxHVv-bH9S4UB?usp=drive_link

- Self-Assessment Policies and Objectives

https://drive.google.com/drive/folders/1BP7OpZeQDigbNtKYJRZF6r3vBIbsDN_9?usp=drive_link

- Policies on academic integrity for students (e.g., cheating and plagiarism)

https://drive.google.com/drive/folders/1mikhyLnirShAGwCWQhVVKq4jm2y7Js0?usp=drive_link

- The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements

https://drive.google.com/drive/folders/123ddY_hLdXp0hHcwXw6QXT2-eeCRz_C-?usp=drive_link

- The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure

https://drive.google.com/drive/folders/1NkDokcK07md2Xj7g0BmUPqrYz-Hh8mNH?usp=drive_link

- Response to the Branch Campus Questionnaire (see Section 7.4 and Appendix 4 in the Procedures for International Certification)

https://drive.google.com/drive/folders/1gkJEhQ8qRdMOD0Zh7R6HJrbH1lqcCiGt?usp=drive_link

- The previous VTR (applies only to visit three and visits to renew ICert)

https://drive.google.com/drive/folders/1Tr5ajs75Kb31KrBS79t8NXCc0NlnkgOj?usp=drive_link