University College Dublin
School of Architecture, Planning, and Environmental Policy

Visiting Team Report
Continuing NAAB International Certification
October 16-18, 2023

Master of Architecture (2-year, 120 ECTS)

The National Architectural Accrediting Board

Date of last visit: November 5-8, 2017

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

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I. Summary of Visit

    a. **Acknowledgments and Observations**
The visiting team would like to thank Michael Pike for his responsiveness and help to our requests for information and clarification. We would also like to thank the faculty, students, administrators, alumni and university leadership for their time and willingness to meet with us and answer our questions. We observed an open and collaborative culture which was evidenced in the pride for the program and the collegiality. Although we regret not being able to be on campus in person, we were able to feel the sense of community and love for architecture and education. The program campus is located at Richview which is at the edge of the university and creates a sense of community among the faculty and students. The students shared that they feel connected to the faculty who make themselves available and accessible. The studios are open between 7:00 AM and 10:00 PM which forces everyone to follow a healthy routine. The "Building Change Program" is a nationally funded program with all 6 schools of architecture in Ireland and works with curricula on climate change. The program has a strong commitment to the environment and sustainability.

b. Conditions/Student Performance Criteria Not Achieved

Conditions Not Described or Demonstrated	Conditions Not Met	SPC Not Met
	II.2.2 Professional Degrees and Curriculum II.4.1 Statement on International Certification and Degrees II.4.2 Access to Conditions and Procedures for NAAB International Certification	B.3 Codes and Regulations B.4 Technical Documentation B.10 Financial Considerations D.2 Project Management D.3 Business Practices D.4 Legal Responsibilities D.5 Professional Conduct

c. Items to Address

- Physical Resources are limited and not ADA accessible. There were plans to construct and move to a new building, however, the construction cost was not attainable, and the plans were scrapped. The university now needs to address how to improve the accessibility issues, but funding is not immediately available. During the visit, the team asked how the program was addressing accessibility issues and they admitted that they currently did not have any person with special needs. The team is not certain how the program would address this issue if required.
- Financial Resources are allotted from public funding and there is no input or control over budgets and allocations.
- The program is reliant on full-time, part-time faculty and design fellows to teach the studios. The faculty admit that they are small but mighty in the work they do which raises concerns for quality-of-life issues and workload.
- Concerns for differences in competencies due to optional topics in curriculum. The thesis curriculum offers the students four options to pursue which does not present a consistent curriculum over the required conditions.

d. Progress Since the Previous Visit

A.9. Historical Traditions and Global Culture: *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

2017 Visiting Team Assessment of A.9 Historical Cultures and Traditions. Not Met: 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.

> **2023 Visiting Team Assessment**:
> X [condition/criterion] is **Met**
> Evidence of student achievement at the prescribed level was found in student work prepared for **ARCT 40610: Major Research Essay** - Students explored Paul Rudolph's work in American Modernism that informed his work in Sarasota, FL, Western Architectural Values from African Nomadic Architecture and Progressive Housing Developments in Lima Peru. The series of research essays study precedents, materials, form and space.

B.4. Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

2017 Visiting Team Assessment of B.4 Site Design. Not Met: 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.

> **2023 Visiting Team Assessment**:
> X [condition/criterion] is **Met**

Evidence of student achievement at the prescribed level was found in student work prepared for **ARCT 41120: Comprehensive Design Studio** - studied an urban site with some topography. Most of the site solutions addressed Site Analysis, Site Orientation, and Site Access. One project studied the contours and finish floor elevations, but this was not consistently evidenced in the work.

ARCT 40010: Design Technologies I - further studied Site Orientation and Site Access but gave no thought to site characteristics in the development of the project design.

II.2.2 Professional Degrees and Curriculum: *For substantial equivalency, the NAAB requires degree programs in architecture to demonstrate that the program is comparable in all significant aspects to a program offered by a U.S. institution. This includes a curricular requirement that substantially equivalent degree programs must include general studies, professional studies, and electives.*

2017 Visiting Team Assessment of II.2.2 Professional Degrees and Curriculum. Not Met: 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 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.

2023 Visiting Team Assessment:
X [condition/criterion] is Not Met
Evidence of student achievement at the prescribed level was not found in student work. UCD with the European Credit Transfer System (ECTS). The program provides a 3+2 structure that offers 300 ECTS (150 US credits). Common practice in the EU is to run a 3-year undergraduate program followed by 2-year master's program. The General Studies module is limited to the undergraduate degree. Undergraduate students take two general elective modules of their choice worth 5 ECTS each as part of their undergraduate studies. These modules are part of the UCD Horizons program. The MArch program offers students the options to pursue their special interest in related fields however, this is not a requirement to meet the 20% of the credits in the professional architecture degree.

II. COMPLIANCE WITH THE 2019 CONDITIONS FOR NAAB INTERNATIONAL CERTIFICATION

Part One: Institutional Support and Commitment to Continuous Improvement
This part addresses the commitment of the institution, and its faculty, staff, and students to the development and evolution of the program over time.

Part One (I): Section 1—Identity and Self-Assessment

I.1.1 History and Mission: The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.

- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

[X] Described

2023 Analysis/Review of I.1.1: The architecture course at University College Dublin began its enrollments in 1911, with the first graduate completing it in 1917. The School of Architecture saw growth in the late 1920s and 30s and received accreditation from the Royal Institute of British Architects (RIBA) in 1938. In 1981, the program moved to the Richview location, adopting a curriculum that integrated practical and theoretical components, considering the historic urban context. In the early 2000s, the school merged with other academic disciplines but returned to its independent status in 2010, expanding its academic scope in 2015. It is currently one of seven schools within the College of Engineering and Architecture. Aligned with the Bologna accord and international educational standards, the MArch qualification was introduced in 2010, replacing the B.Arch. At the same time, specialized 90-credit MArchSc programs were introduced, complementing research degrees at the master and doctorate levels, and a four-year BArchSc program was initiated.

UCD Architecture operates as an architecture school within University College Dublin and has a presence in the architectural sector of Ireland. The program has accreditations from RIBA, the Royal Institute of Architects in Ireland (RIAI) and holds NAAB's International Certification. Its mission is to prepare students for architectural roles, engage in architectural research, and address environmental considerations.

The MArch program combines lectures, studio sessions, and engages multidisciplinary collaborations from within the university and community. The curriculum offers both theoretical lectures and practical studio sessions, adapting to the architectural landscape and maintaining a relationship between teaching, research, and the profession.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.

- The program must describe how faculty, staff, and students have been able to participate in the development of policies related to learning culture and the ongoing assessment and evaluation of those policies.

- 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, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

[X] Described

2023 Analysis/Review of I.1.2: The College of Engineering and Architecture was awarded the Athena SWAN award in 2023 in recognition of the plans detailed and implemented between the School of Architecture and the five Engineering programs for women in STEM. The Link to the EDI group highlighting this award also provides a detailed document outlining the school's Gender Equality Action Plan.

There is evidence found of faculty encouraging students to learn both outside and inside the studio in **ARC40870 Agency: Design Build** through taking studio tours to neighborhoods of focus and design build a small but interactive project in groups; teaching students to work collaboratively as it would be in the professional world. **ARC40930: Computational Design** in the researching of innovative architectural designs and recreating the designs through Grasshopper script. Societies active in the program for architectural students are not found in the school website outside of EGA (Engineering Graduate Associates).

During the interviews with student representatives and other students, it was expressed that there is an active architectural society that plays a major part in the studio culture of the school of Architecture. Students also confirm they feel included and respected within the studio culture of the school as well.

I.1.3 Social Equity: The program must describe how social equity is defined within the context of the institution or the country in which it is located.

- The program must 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 describe 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.

[X] Described

2023 Analysis/Review of I.1.3: The program supplied a staff survey that was taken in June 2021 which noted several concerning shortcomings around diversity, retention, and inappropriate behavior. Links to policies revealed that the policies are dated (April 2018) and should have been revised after receiving the results of the survey. In 2021 a new service was launched called "UCD Dignity and Support Service". This service program is a drop-in service during which time students, staff and UCD community members can drop in for support, information, or a listening ear.https://www.ucd.ie/dignityandrespect/supports/dignityrespectsupportservice/

During the visit, the faculty noted the university's commitment to gender equity through the "Athena Swann" accreditation. The initiative applies and shows performance in gender representation which supports recruitment and has an action plan with measurable outcomes and implementation.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that affect the education and development of professional architects. The response to each perspective must further identify how these perspectives will continue to be addressed as part of the program's long-range planning activities.

A. **Collaboration and Leadership**. The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles.

B. **Design**. The program must describe its approach to developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.

C. **Professional Opportunity**. The program must describe its approach to educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure.

D. **Stewardship of the Environment**. The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.

E. **Community and Social Responsibility**. The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.

[X] Described

2023 Analysis/Review of I.1.4:

A. **Collaboration and Leadership** - The program is interconnected with other colleges within the university in collaborative research projects, and teaching modules not limited to engineering, education, ecology, history, and art. The program's graduates are known for their professionalism, rigor, and ability to think creatively, which represents the reputation of the program. The Horizon's program provides students the opportunity to partake in courses outside of the program.

B. **Design** - Students are reminded that their education is for life, not simply graduation and their lifelong learning will continue beyond graduation. Students are taught to be adaptable and work well with others while being innovative and creative. A focus on research has been emphasized and students gain additional insight and curiosity through their work. The international reach within the program is strong, with 60% of students spending a semester at an exchange program at another institution abroad.

C. **Professional Opportunity** - During the visit, the alumni of the program noted their continued connection to the program through teaching or project critiques. The students are sought after for employment after graduation and exhibit a strong culture of architectural quality as well as understanding the importance of research. Two years of experience post-graduation is a requirement of licensure in Ireland.

D. **Stewardship of the Environment** - The design research studios have partnered with the Irish Museum of Modern Art to integrate the local culture to the studio learning environment. With the Open-Heart City collective, students set out to develop a strategy for future buildings and ground development for the Museum by performing surveys and proposals. These local partnerships provide students with an opportunity to engage their communities on a professional level through an educational lens.

E. **Community and Social Responsibility** - The "Horizon's" program encourages students to pursue electives outside of the program. Studios include group work and live clients. 60% of the students spend a semester on exchange. Pro practice classes look to be in undergrad and the path to licensure includes a Professional Diploma/Examination and two years of professional experience.

Studios included projects with the Irish Museum of Modern Art during MArch 1 titled, "Studio Imma" and an exhibition titled "Sumburu Stories: Communicating Architecture in a Climate Emergency" which was curated by students.

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 institutional and program mission and culture. In addition, the program must describe its process for collecting data and using the data to inform its plan for continuous improvement.

[X] Described

2023 Analysis/Review of I.1.5: In 2021, in alignment with the university's 2020-24 strategic plan, the school formulated a strategic plan that outlines aims, priorities and targets serving as a foundation for decision-making and immediate planning. This plan, reviewed annually, includes the ten objectives of the university's strategy, including areas like education, research, and innovation, international, resources, finance, and performance against KPIs. It also identifies school-wide priorities, notably Digital Transformation and a Sustainable green campus. During the team visit, the University President confirmed their strong commitment to sustainability in its Strategic Plan and emphasized that the School of Architecture is seen as a leader in implementing the vision.

The school's budget planning now focuses on a five-year projection. While the plan is influenced by budgetary considerations, it holistically addresses all program facets, from student experience to resources. The strategic plan and budget plans undergo consultation and approval processes involving the college Finance Manager, Accountant, College Principal, and the University Management Team, reflecting the program's commitment to multi-year planning and alignment with institutional goals and culture.

Student learning objectives draw heavily from professional standards set by accrediting bodies like RIAI, RIBA, and NAAB. Annual reviews by external examiners from various regions offer feedback and improvement suggestions. UCD's central module and program reviews are combined with the Registrar's annual discussions on program performance to ensure continuous refinement.

The Head of School, collaborating with discipline-specific Heads of Subject and the School Executive, ensures the School's Strategic Plan aligns with the university's broader vision. Influenced by the Higher Education Authority (HEA) policies, UCD's direction also benefits from targeted HEA funding for initiatives like the Building Change project.

I.1.6 Assessment:

A. **Program Self-Assessment Procedures:** 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.

- 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, and must 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.

[X] Described

2023 Analysis/Review of I.1.6:

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A. A Self-Assessment Report from 2016 shows a robust assessment process and self-improvement. Twice yearly the program does a day-long critical review called "Walkabout" which reviews and ensures that the program is routinely subject to internal scrutiny.

The program held a summer retreat in 2022 to review and discuss practices and effectiveness. There are external examiners who meet and review each of the final year MArch students and visiting boards from RAIA and RIBA hold closed-session meetings with students and report back to the school their recommendations from student feedback.

B. The program employs a multifaceted approach to self-assessment and curricular development through various activities and committees:

- "Walkabout" involves a comprehensive review of the studio-teaching program, where teaching staff discuss learning outcomes, review standards, and assess taught content and methods, ensuring the curriculum remains relevant and meets current standards.

- External examiners scrutinize core and optional modules, assessing curricula, learning outcomes, and grade distribution, providing valuable insights for continuous improvement.

- Periodic curriculum reviews involving various stakeholders, like students, alumni, and employers, are conducted, with the last one completed in 2016 and a Quality Assessment Quality Improvement (QAQI) process currently underway, set to conclude in 2024.
- The Architecture Management Committee, established in 2022, supports long-range planning, curriculum development, and shaping the learning culture. Comprising various academic professionals, including Professors and Associate/Assistant Professors, it is presently conducting a comprehensive Curriculum Review of both programs.

Part One (I): Section 2—Resources

I.2.1 Human Resources and Human Resource Development: The program must demonstrate that it has appropriate human resources to support student learning and achievement. This includes 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 the 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.

[X] Demonstrated

2023 Team Assessment of I.2.1:

- The program provided charts to the team that show a distribution of faculty within the MArch program coursework in two 22-23 trimesters. The coursework of full-time faculty appears to be evenly distributed with 24 teaching sessions (four hours a teaching session) across a 12-week trimester. During the visit, faculty verified their workload is balanced and enables them to promote student achievement.
- The program demonstrates that faculty and staff have access to professional development opportunities through various training workshops and university-wide support through the

Teaching and Learning Unit, as described in the PSER. Faculty are also given a travel budget for every two years. Sabbaticals have been restricted in the recent past due to budgetary concerns but are being prioritized in revising existing policy.

- Student support is received through university-wide services including the library, the UCD Access Center supporting students with disabilities, Student Counseling Service providing information and advice, Student Advisors which operates on an open-door policy, Career Development Office, Diploma presentations, and postgraduate support. This was demonstrated in the PSER and verified with students during the visit. The students described the faculty as approachable and that they have a strong collegial relationship with the faculty.

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.

If the program's pedagogy does not require some or all of the above physical resources, for example, if online course delivery is employed to complement or supplement on-site learning, then the program must describe the effect (if any) that online, on-site, or hybrid formats have on digital and physical resources.

[X] Demonstrated

2023 Team Assessment of I.2.2: During the visit, faculty described the studio environment where all students have assigned desks however, part time faculty do not have offices. On a positive note, this encourages studio interaction between the faculty and students but is not a good atmosphere for private consultations. The workshop is a dedicated space to the program and is staffed full-time. Students noted the library is a dedicated architectural resource and described it as an exceptional service to use for research.

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

The Program Self-Evaluation must include the following:

Program budgets:

Current fiscal year report(s) showing revenue and expenses from all sources.

A brief narrative describing:

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.

[X] Demonstrated

2023 Team Assessment of I.2.3: The program has faced budget challenges due to reduced government funding. The program receives government funds based on enrollment and graduate students pay tuition which goes to the University. It is not clear in the Program Self-Evaluation Report (PSER) the reasoning for receiving reduced government funding, beginning in 2009 and leveling off. It is not expected to rise in the future which has caused a deficit in the budget. The Cassells Report, a government report commissioned in 2015, outlined the need for additional funding, however none of the recommendations from the report have been implemented, despite advocacy from UDC. Recent budget structure changes within the University have permitted a continued deficit. This year's multi-annual budget planning focuses on moving from this situation in the coming three to four years with a plan to grow income through increased enrollment, specifically international students, and restructuring of programs. The program acknowledges the budget constraints they are facing.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in the field of architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual-resource professionals who provide information services that teach and develop research, evaluative, and critical thinking skills necessary for professional practice and lifelong learning.

[X] Demonstrated

2023 Team Assessment of I.2.4: The resources available to students are in the UCD Library, Richview Campus Library, digitally by the Irish Research eLibrary in which all are provided with links and available for virtual access. Budgets are also set for the updating of resources materials.

During the visit, the team learned that there have been renovations to the third level of the library catered to neurodivergent students.

I.2.5 Administrative Structure and Governance

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.

- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Demonstrated

2023 Team Assessment of I.2.5:

The administrative structure of UCD's Architecture program is governed by two primary bodies: the Architecture, Landscape, Planning and Environmental Policy Program Board (ALPEP PB) and the Staff/Student Committee (SSC).

The ALPEP PB reports to the University Program Board and the Academic Council and is chaired by the Dean of ALPEP. This Board oversees the MArch Program's governance, including curriculum design and development, regulation, quality, and delivery of programs under its umbrella. It is also responsible for monitoring student performance and progression, ensuring academic welfare, and making decisions regarding student admission, progression, and graduation. The ALPEP PB includes faculty, student representatives, and other university representatives.

The Architecture SSC is a platform for discussing student issues, including curriculum, module delivery, school facilities and student welfare. It comprises elected student representatives from each level of the MArch and BSc in Architecture Science programs. The Head of Architecture, Program Directors, and staff representatives attend the SSC meeting, which is chaired by a student representative.

In addition to the Architect SSC, the school Staff/Student Committee meets regularly to discuss school-wide issues such as facilities. This committee is chaired by the Dean of ALPEP and represented by the faculty from all disciplines and the student body from all degree programs and the ALPEP Program Offices. The Committee reports directly to the ALPEP Program Board and is seen as a sub-committee of this Board.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM
This part has four sections that address the following:

- **STUDENT PERFORMANCE**. This section includes the Student Performance Criteria (SPC). Internationally certified degree programs must demonstrate that graduates are learning at the level of achievement defined for each of the SPC listed in this part. Compliance will be evaluated through the review of student work.

- **CURRICULAR FRAMEWORK**. This section addresses institutional quality assurance and national authorization, credit hour requirements, general education, and access to optional studies.

- **EVALUATION OF PREPARATORY EDUCATION**. The NAAB recognizes that students entering a professional degree program from a preprofessional program and those entering from a non-preprofessional degree program have different needs, aptitudes, and knowledge bases. In this section, programs are required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences at other institutions have indeed been met.

- **PUBLIC INFORMATION**. The NAAB expects internationally certified degree programs to provide information to the public about International Certification activities and the relationship between the program and the NAAB, admissions and advising, and career information.

Programs demonstrate their compliance with Part Two in four ways:

- A narrative report that briefly responds to each request to "describe, document, or demonstrate."

- A review of evidence, artifacts, and observations by the visiting team, as well as through interviews conducted during the visit.

- A review of student work that demonstrates student achievement of the SPC at the required level of learning.

- A review of websites, URLs, and other electronic materials.

Part II, Section 1: Student Performance—Education Realms and Student Performance Criteria

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

A.1 **Professional Communication Skills:** *Ability* to write and speak effectively and use appropriate representational media for both, within the profession and with the public.

[X] Met

2023 Team Assessment of A.1: Evidence of student achievement at the prescribed level was found in student work prepared for course **ARCT 40050: Architectural Design VIII** - Student work investigated the history of a city block in the Liberties area of Dublin and the Odhams Walk in Covent Garden, UK. A series of maps illustrated the research of the sites and showed historical evolution over time. Models illustrated the layouts in 3-D at small scales and larger scale models illustrated materials and juxtaposition.

Interim review was verbal presentations to reviewers who supported the approaches and added direction to other precedents for study. Further in the development of the solutions, sections and elevations were presented in CADD drawings representing sun shading and material colors.

A.2 **Design Thinking Skills:** *Ability* to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

[X] Met

2023 Team Assessment of A.2: Evidence of student achievement at the prescribed level was found in student work prepared for courses **ARCT41120: Comprehensive Design Studio**; **ARCT40050: Architectural Design VIII**; **ARCT41190: Design Thesis I**; and **ARCT41180 Design Thesis II**.

The Comprehensive Design Studio requires students to design a significant building, engaging in conceptual and contextual thinking related to organization, function, materiality, and structure. Portfolios reviewed demonstrated student ability to research, interpret, and translate precedent, program

requirements and site information into design concepts, as well as furthering design development and conceptual level of detailing. Students work across various scales, considering the project's relationship to context and the interplay among the building's components.

A.3   Investigative Skills: *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.
[X] Met

2023 Team Assessment of A.3: Evidence of student achievement at the prescribed level was found in student work prepared for courses **ARCHT 40020: Research + Innovation I** and **ARCHT 40080: Research + Innovation II.** The evidence for these courses consists of a major research essay in each course which shows the students ability to research, think critically, and draw conclusions on various topics in a final essay. In preparation for the essays, students were required to prepare in class presentations on their topics and participate in peer feedback.

A.4   Architectural Design Skills: *Ability* to effectively use basic formal, organizational, and environmental principles, and the capacity of each to inform two- and three-dimensional design.

[X] Met

2023Team Assessment of A.4: Evidence of student achievement at the prescribed level was found in student work prepared for course **ARCT 41120: Comprehensive Design Studio** - students exhibit a basic understanding of Architectural design skills. The students' work shows they have the conceptual understanding of form from two dimensional to three dimensional.

A.5   Ordering Systems: *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.
[X] Met

2023 Team Assessment of A.5: Evidence of student achievement at the prescribed level was found in student work prepared for course **ARCT40610: Major Research Essay** - Description of "Regionalism in Architecture" and climate influence on regional specific design begins to form the scale and orientation as an ordering system. The student work explores the use of light and new materials that allow for repetitive building systems which set up the ordering system.

A.6   Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.
[X] Met

2023 Team Assessment of A.6: Evidence of student achievement at the prescribed level was found in student work prepared for **ARCT41120: Comprehensive Design Studio**; **ARCT40050: Architectural Design VIII**; **ARCT41190: Design Thesis I**; and **ARCT41180 Design Thesis II**. The exhibits submitted for these courses demonstrate the student's ability to examine relevant precedents, interpret and transfer concepts and core principles into the design of buildings and urban interventions. For instance, in Architectural Design VIII, students explore local and international precedents graphically through models.

A.7   History and Culture: *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, and technological factors.

[X] Met

2023 Team Assessment of A.7: Evidence of student achievement at the prescribed level was found in student work prepared for courses **ARCT 40610: Major Research Essay, ARCHT40020: Research + Innovation I,** and **ARCHT 40080: Research + Innovation II.** The student papers and essays prepared for these two courses exhibited understanding of history and culture in various contexts and settings and went beyond understanding through the analysis made in the writings. The evidence showed a variety of understanding in indigenous, vernacular, local, regions, as well as global settings.

A.8   **Cultural Diversity and Social Equity:** *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

[X] Met

2023 Team Assessment of A.8: Evidence of student achievement at the prescribed level was found in student work prepared for courses **ARCT 40610: Major Research Essay** - student work provided show the students perform extensive research into various cultures around the globe. **ARCT 40020: Research + Innovation I** -Evidence of Social and Spatial patterns is found in the student work of this course.

Realm A. General Team Commentary: During the visit, the alumni described an appreciation for the students' preparation in critical thinking and research skills.

Realm B: Building Practices, Technical Skills and Knowledge: Graduates from internationally certified degree program must be able to comprehend the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

B.1   **Pre-Design:** *Ability* to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

[X] Met

2023 Team Assessment of B.1: Evidence of student achievement at the prescribed level was found in student work prepared for course **ARCT 40050: Architectural Design VIII** - Student work investigated the history of a city block in the Liberties area of Dublin and Odhams Walk in Covent Garden, UK. By layering historical maps during pre-design, a means of consistent access to the heart of the block informed the design of the potential to continue as a vital threshold of the future.

B.2 **Site Design:** *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation in the development of a project design.

[X] Met

2023 Team Assessment of B.2: Evidence of student achievement at the prescribed level was found in student work prepared for courses **ARCT41120: Comprehensive Design Studio**; **ARCT40050: Architectural Design VIII**; **ARCT41190: Design Thesis I**; and **ARCT41180 Design Thesis II**; **ARCT40010 Design Technologies I**. In Architectural Design VIII students begin the design process by combining site visits and research to gain understanding of the urban context and fabric at various scales, from city to block. The study is supported by hand sketches, digital graphics and physical models that incorporate topographic considerations–though in most cases the sites seem to be relatively flat. Lessons learned are then utilized in the development of the design. Student work presented for Design Thesis II and Comprehensive Design Studio also show study of light and wind related to building orientation and a technical, but abbreviated, approach is taken in Design Technologies I.

B.3 **Codes and Regulations:** *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of local life-safety and accessibility standards.

[X] Not Met

2023 Team Assessment of B.3: Evidence of student achievement at the prescribed level was not found in student work. In ARCT 40010: Design Technologies I, student work showed the ability to design systems responsive to the environment, life safety and accessibility diagrams, however, there was no evidence found of site designs that respond to life safety standards.

B.4 **Technical Documentation:** *Ability* to make technically clear drawings, prepare outline specifications and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

[X] Not Met

2023 Team Assessment of B.4: Evidence of student achievement at the prescribed level was not found in student work. Evidence of student production of Specifications was not found. ARCT 41120: Comprehensive Design Studio - Evidence of models and illustrations identifying the assembly systems and appropriate components of the building design were found.

B.5 **Structural Systems:** *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

[X] Met

2023 Team Assessment of B.5: Evidence of student achievement at the prescribed level was found in student work prepared courses **ARCT 40010: Design Technologies I** - Low pass student work showed building retrofit incorporating existing column grid and organization, but no awareness of what structure is supporting. High pass had extensive structural details showing new construction added to existing with concrete, bolts, framing and columns. There was axonometric detailing the framing to column system. **ARCT 41120: Comprehensive Desig**n - Studies of different structural systems are considered and diagrammed in sketch, model form and finished sections.

B.6 **Environmental Systems:** *Ability* to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and

cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

[X] Met

2023 Team Assessment of B.6: Evidence of student achievement at the prescribed level was found in student work prepared for courses **ARCT40010: Design Technologies I**. The course introduces the relationship between building performance and the environment, including natural and mechanical services and daylighting detailing and specification. Each student undertakes three projects summarized in an individual portfolio. Student work showed analysis of precedents (climate), mechanical and passive environmental control systems, as well as water and energy conversation. The examination includes "U" value and heat loss calculations.

Additionally, coursework for **ARCT41120: Comprehensive Design Studio** shows some evidence of ability to demonstrate the principles of environmental systems.

B.7   Building Envelope Systems and Assemblies: *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

2023 Team Assessment of B.7: Evidence of student achievement at the prescribed level was found in student work prepared for courses **ARCT 40010: Design Technologies I** and **ARCT41120: Comprehensive Design Studio.** In Design Technologies I, student evidence shows not only an understanding but the ability to apply the basic principles in selecting building envelope systems in response to various criteria including environmental, energy, and aesthetic criteria. In the Comprehensive Design Studio, student projects exhibit envelope systems that relate to the site, environment, and project goals.

B.8   Building Materials and Assemblies: *Understanding* of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

[X] Met

2023 Team Assessment of B.8: Evidence of student achievement at the prescribed level was found in student work prepared for course **ARCT 41120: Comprehensive Design Studio** upon review of the material in the comprehensive studio, students were able to exhibit a depth of understanding of material assembly in connection to finishes and the structural performance of each component. When integrating research information from their site analysis and precedents, students have a basic understanding of the environmental impact to the assembly while considering the envelope design.

B.9   Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

[X] Met

2023 Team Assessment of B.9: Evidence of student achievement at the prescribed level was found in student work prepared for course **ARCT 40010: Design Technologies I** - Student work studied passive

house systems, mechanical cooling systems (MVHR), geothermal and applied research to case studies. Student work applied diagrams to floor plans to show how engineering systems (MEP) were applied in each zone of the building.

B.10   **Financial Considerations:** *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

[X] Not Met

2023 Team Assessment of B.10: Evidence of student achievement at the prescribed level was not found in student work. In ARCT40190: Professional Studies, students are introduced to financial considerations through lectures with practitioners and an extensive reading list covering various topics related to costs in construction, as well a case studies of well-known successes and failures such as the Sydney Opera House and the Berlin Brandenburg Airport. Understanding is assessed through written examinations in which they are asked to describe in essay form contractual relationships between architects and clients and challenges to entering the profession. They were not tested on their understanding of building costs, project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life cycle costs.

> **Realm B. General Team Commentary:** While most of the student criteria was met in this realm, critical understanding and ability in codes and regulations, Technical Documentation and Financial Considerations was not met.

Realm C: Integrated Architectural Solutions.
Graduates from internationally certified degree program must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Student learning aspirations for this realm include

- Comprehending the importance of research pursuits to inform the design process.
- Evaluating options and reconciling the implications of design decisions across systems and scales.
- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.
- Knowing societal and professional responsibilities

The internationally certified degree program must demonstrate that each graduate possesses skills in the following areas:

C.1   **Research:** *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

[X] Met

2023 Team Assessment of C.1: Evidence of student achievement at the prescribed level was found in student work prepared for courses **ARCT 40020: Research + Innovation I** and **ARCT41190: Design Thesis I**. In Research + Innovation I, students prepare a major essay assignment which requires presentations to the class, as well as peer evaluations and feedback. In Design Thesis I, students use these learned research methods to apply them to their design process. Evidence was also found in **ARCT 40080: Research + Innovation II and ARCT 41120: Comprehensive Design Studio**.

C.2   **Integrated Evaluations and Decision-Making Design Process:** *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

[X] Met

2023 Team Assessment of C.2 Evidence of student achievement at the prescribed level was found in student work prepared for courses **ARCT 41120: Comprehensive Design Studio –** Student work demonstrated an understanding of the evaluation of the criteria expected of them. Their work shows their process of analyzing the environment being designed in and the way they create a solution for the area where the project is located. **ARCT 40010: Design Technologies I** - Evidence of Student work was also found.

C.3   **Integrative Design:** *Ability* to make design decisions within a complex architecture project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

[X] Met

2023 Team Assessment of C.3: Evidence of student achievement at the prescribed level was found in student work prepared for courses **ARCT 41120: Comprehensive Design Studio** and **ARCT 41190: Design Thesis I.** Student work demonstrated ability to research precedents to apply design decisions to environment, structure, exterior envelope and address life safety requirements.

> **Realm C. General Team Commentary:** Student work demonstrated understanding and ability in all three of these conditions in this realm.

Realm D: Professional Practice.
Graduates from internationally certified degree program must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

The internationally certified degree program must demonstrate that each graduate possesses skills in the following areas:

D.1   **Stakeholder Roles in Architecture:** *Understanding* of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect's role to reconcile stakeholder needs.

[X] Met

2023 Team Assessment of D.1: Evidence of student achievement at the prescribed level was found in student work prepared for course **ARCT 40190:Professional Studies** - The course work is primarily lectures from practitioners on practice. The evidence presented by the program was the autumn trimester

exam which included questions about the different kinds of clients and the student responses were in essay form. There was a question in the mid-term addressing the contractual obligation the architect had to the client. Additionally, the midterm paper focused more on the contractual obligations of the architect and challenges. The challenges identified by the student responses centered around low pay for the profession.

Faculty noted that there is not enough time dedicated to in-depth study and they rely on actual professional experience outside of the education.

D.2 **Project Management:** *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

[X] Not Met

2023 Team Assessment of D.2: Evidence of student achievement at the prescribed level was <u>not</u> found in student work. In ARCT40190: Professional Studies, the course's reading list includes content related to teams in the AEC industry, as well as team dynamics. The team found no evidence in the student work of an understanding of work plans, project schedules, time requirements, or project delivery methods. In various interviews, participants indicated that the subject is approached during lectures and development of Design Studio projects taught by local practitioners.

D.3 **Business Practices:** *Understanding* of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

[X] Not Met

2023 Team Assessment of D.3: Evidence of student achievement at the prescribed level was not found in student work. In ARCT 40190: Professional Studies, the team found the course content to address business practices, financial management, marketing, entrepreneurship, as well as engagement in the local context of professional practice, however the team did not find evidence that students understand these concepts.

D.4 **Legal Responsibilities:** *Understanding* of the architect's responsibility to the public and the client as determined by local regulations and legal considerations involving the practice of architecture and professional service contracts.

[X] Not Met

2023 Team Assessment D.4: Evidence of student achievement at the prescribed level was not found in student work. In **ARCT 40190: Professional Studies,** student work provided shows that students understand the architect's responsibility in client relations and consider legal regulations and practices. Though the understanding of legal not considered. During the visit, the subject of student understanding of architect's responsibilities was discussed with students and alumni who admit that this knowledge is gained while working and obtaining the necessary experience requirement for licensure.

D.5 **Professional Conduct:** *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of local rules of conduct and ethical practice.

[X] Not Met

2023 Team Assessment D.5: Evidence of student achievement at the prescribed level was not found in student work. In **ARCT 40190: Professional Studies**, there was no evidence of student understanding of

professional conduct. Two exhibits of student work were provided; one exam which did not address any questions related to professional conduct in terms of local rules of conduct and ethical practice or using professional judgment, and the other was an essay assignment where students were allowed to select a certain amount of questions to answer, and therefore does not show evidence of consistent student understanding of these topics.

Realm D. General Team Commentary:
The team consistently found an informalized understanding of professional practice in the local context, through engagement with local firms, guest lecturers, critics, and understanding of the local licensure process.

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 or be part of an institution that has been duly authorized to offer higher education in the country in which it is located. Such authorization may come from a government ministry or other type of agency.

The institution must have explicit, written permission from all applicable national education authorities in that program's country or region. At least one of the agencies granting permission must have a system of institutional quality assurance and review which the institution is subject to and which includes periodic evaluation.

[X] Met

2023 Team Assessment of II.2.1: The UCD is an autonomous institution accredited under Irish law to award degrees at European Qualifications Framework levels 6-8. It is one of the four constituent Universities of the National University of Ireland. The University College Dublin can be found listed as such under Part II, section 7.1 of the Universities Act 1997, published in the Irish Statutes Book by the Government of Ireland . Furthermore, the Qualifications and Quality Assurance (Education and Training) Act 2012 outlines obligation and quality assurance procedures to be filled by the "designated awarding bodies".

The team received a copy of the "Statement on UCD Accreditation" last updated in September 2022, confirming the University's status as Designated Awarding Body.

II.2.2 Professional Degrees and Curriculum:

For International Certification, the NAAB requires degree programs in architecture to demonstrate that the program is comparable in all significant aspects to a program offered by a U.S. institution. Further, the program must demonstrate that the degree awarded at the conclusion of this program of study entitles the graduate to practice architecture in his/her home country, subject to meeting any requirements for experience and/or examination. Internationally Certified degree programs must include (or otherwise acknowledge) general studies, professional studies, and electives.

Curricular requirements are defined as follows:

- **General Studies**. A professional degree program must include general studies in the arts, humanities, and sciences, either as an admission requirement or as part of the curriculum. It must ensure that students have the prerequisite general studies to undertake professional studies. The curriculum leading to the architecture degree must include a course of study comparable to 1.5 years of study or 30% of the total number of credits for an undergraduate degree. These courses must be outside architectural studies either as general studies or as electives with content other than architecture.

  Nota Bene: If this education is acquired prior to university-level education, the program must describe the system for general studies education in the local context, and how it is substantially equivalent to the requirement stated above.

- **Professional Studies**. The core of a professional degree program consists of the required courses that satisfy the NAAB Student Performance Criteria (SPC). The professional degree program has the discretion to require additional courses including electives to address its mission or institutional context.

- **Electives**. A professional degree program must allow students to pursue their special interests. The curriculum must be flexible enough to allow students to complete minors or develop areas of concentration, inside or outside the program.

[X] Not Met

2023 Team Assessment of II.2.2:

- General Studies: The program aligns with the European Union's Bologna Declaration of 1999 on European higher education, which does not have specific requirements for general studies. The program does not encompass any general studies nor evaluate general studies for admission into the program. This criterion was not met previously, and the program acknowledges it is not met as a product of the structure of the local and regional educational structure.
- Professional Studies: The program provided a program map within the PSER that lays out the courses and credit hours that make up the professional degree program to satisfy the SPC.
- Electives: The UCD Horizon's program allows students within the undergraduate architecture program to look beyond their degree and pursue other interests in years two and three, before students enter the professional MArch program. The program does not note opportunities for those within the MArch program.

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 preprofessional education of individuals admitted to the ICert degree program.

- Programs must document their processes for evaluating a student's prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.

- In the event 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.

[X] Demonstrated

2023 Team Assessment: UCD Architecture offers a four-year BArchSc as the preparatory/pre-professional degree. This undergraduate program introduces many of the SPCs. Upon completion of the B ArchSc program, students can gain advanced entry to stage two (second year) of the MArch program. Students who exit after third year with a BSc ArchSc degree can only apply for entry to the full (two-year) MArch degree in the future. During the interviews, the team learned that the faculty strongly encourages students to take a year off to gain experience in the field before returning to school to continue their graduate studies.

According to the information provided by the school, most of the undergraduate students advance to the MArch using the advanced entry route. In the 2017-2023 period the percentage of MArch external entrants, including international students, has varied substantially from year to year, likely due to COVID-19.

Admission to the MArch program involves an evaluation of students' preparatory education. UCD candidates advance from the B ArchSc program to the MArch program subject to achieving a specified GPA, while external candidates must satisfy specific GPA requirements and undergo a portfolio review and interview.

The admission process for external candidates is coordinated by UCD Admissions Office and the Program Office. The MArch Admissions Committee reviews portfolios and other submitted materials at regular intervals, shortlisting candidates and conducts the interviews. The committee is composed of the Head of Architecture, the MArch Program Coordinator and other faculty members. All staff in leadership positions, including those who are involved in the student selection and interview undergo bias training regularly. The interview involves two interviewers to reduce biases and all candidates are asked the same questions. The selection criteria include, among others, language ability, understanding of history and culture, and the student ability to work on various types of research.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, the following conditions require all ICert degree programs to make certain information publicly available online.

II.4.1 Statement on International Certification of Degrees: In order to promote an understanding of the internationally certified degree by prospective students, parents, and the public, all schools offering the certified degree program must include in catalogs and promotional media the *exact language* found in the *Conditions for NAAB International Certification*, Appendix 6.

[X] Not Met

2023 Team Assessment of II.4.1: The website only shares the first paragraph quote from the *Conditions for NAAB International Certification*. The statement on the program's website, as provided in the PSER does not align with Appendix 6 in the Conditions for NAAB International Certification and contains outdated language from the previous conditions. The statement, as found here at the time of the visit (**Architecture - UCD School of Architecture, Planning & Environmental Policy**), notes "substantial equivalency".

II.4.2 Access to Conditions and Procedures for NAAB International Certification: In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available online and accessible by all students, parents, and faculty:
- *2019 Conditions for NAAB International Certification*
- *Procedures for NAAB International Certification* (edition currently in effect)

[X] Not Met

2023 Team Assessment of II.4.2: Evidence of the following material is available online; however, it is difficult to reach these links directly from the architectural and engineering main page: **Architecture - UCD School of Architecture, Planning & Environmental Policy.**

The link provided in the PSER to the program's website does not contain the correct Conditions and Procedures and instead notes the 2012 Conditions for Substantial Equivalency and the 2013 Procedures for Substantial Equivalency as found here at the time of the visit**: Architecture - UCD School of Architecture, Planning & Environmental Policy**.

II.4.3 Access to Career Development Information: In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of internationally certified degree programs, the program must make appropriate resources related to a career in architecture available to all students, parents, staff, and faculty.

[X] Met

2023 Team Assessment of II.4.3: Career services are available under the Internship tab. The page is titled Professional Work Experience (PWE) or UCD College of Engineering & Architecture students. **Internships - UCD College of Engineering & Architecture**.

II.4.4 Public Access to Program Self-Evaluation Reports and Visiting Team Reports: In order to promote transparency in the process of International Certification in architecture education, the program is required to make the following documents available to the public:

- Most recent decision letter from the NAAB (received after the last visit)

- The most recent Program Self-Evaluation[1] Report (formerly titled the Architecture Program Report)
- The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are required to make these documents available electronically from their websites.

[X] Met

2023 Team Assessment of II.4.4: Access is readily available in the Architecture Program information tab on UCD School of Architecture, Planning & Environmental Policy. It is located at the bottom of the page numbered 1-6. **Architecture - UCD School of Architecture, Planning & Environmental Policy.**

II.4.5. Admissions and Advising: The program must publicly document all policies and procedures that govern how applicants to the program being reviewed for International Certification are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and from outside the institution.

This documentation must include the following:

- Application forms and instructions
- Admissions requirements, admissions decisions procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing
- Forms and a description of the process for the evaluation of degree content
- Requirements and forms for applying for financial aid and scholarships
- Student diversity initiatives

[X] Met

2023 Team Assessment of II.4.5: This information is available after the main page. As the viewer scrolls the page, links to outreach programs, research, and their blog posts on twitter are available to the public.

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[1] This is understood to be the Program Self-Evaluation Report from the previous visit (if applicable), not the Program Self-Evaluation Report for the visit currently in process.

Appendix 1: **Conditions Met with Distinction**

A.3 Investigative Skills -Every project begins with research and studies of precedents. The work observed was detailed and the project development showed a strong use of these investigative skills.

C.1 Research - During the visit, the team learned of the "Building Change Program" that is a nationally funded curriculum working with all 6 schools of architecture in Ireland. The program opened opportunities to study climate change, landscape, geology and ecology design research.

Appendix 2: Team SPC Matrix

The program is required to provide the team with a blank matrix that identifies courses by number and title on the *y* axis and the NAAB SPC on the *x* axis. This matrix is to be completed in Excel and converted to Adobe PDF and then added to the final VTR.

The team is required to complete an SPC matrix that identifies the course(s) in which student work demonstrated the program's compliance with Part II, Section 1.

NAAB International Certification Visit October 2023

SPC Matrix

			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

SPC met in NAAB ICert program

Module Code	Module Title	Module Coordinator	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
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		█				█				█																
ARCT41210	Architecture in a Climate Emergency	Oliver Kinnane																										
PLAN40030	Planning Society and Diversity	Paula Russell																										
PLAN40060	Urban and Regional Development	Brendan Williams																										
ARCT40170	Conservation History, Theory + Practice	Finola O'Kane																										
ARCT40660	Street Life: Urban Design Introduction	Miriam Fitzpatrick																										
ARCT40030	Realising Built Projects	Dorothy Jones																										
ARCT40180	Urban Design Theory	Miriam Fitzpatrick																										
ARCT41240	Urban Resilience and Ethics	Philip Crowe																										
ARCT40930	Computational Design	Elizabeth Shotton																										
ARCT40870	Agency: Design + Build	Tiago Faria																										
ARCT40970	Irish Timber and Sustainability	Elizabeth Shotton																										
ARCT40950	Concrete Research	Elizabeth Shotton																										

Appendix 3: Visiting Team Roster

Team chair
Kristine A Harding, FAIA, NCARB
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Submitted by

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