University College Dublin

Quality Improvement Plan

UCD School of Architecture, Planning and Environmental Policy

Final Draft approved by QIP Committee 30 March 2017

1.0 Introduction

The UCD School of Architecture, Planning & Environmental Policy (APEP) is one of six schools in the UCD College of Engineering & Architecture. The School, established in September 2015, is the result of an amalgamation of the previously existing School of Architecture (which included Architecture and Landscape Architecture) with the Planning and Environmental Policy (PEP) group that had previously been in the School of Geography Planning and Environmental Policy in the College of Social Sciences and Law. Taken together, these disciplines encompass most aspects of the built, designed and planned environment.

The School underwent a quality review in academic year 2015-16. The School developed a Self-Assessment Report between April 2015 and March 2016, which was considered by an external Review Group who visited the School from 18-21 April 2016. The Review Group met with School staff, students and stakeholders, reviewed the SAR and other documentation. The Review Group prepared a Report which commended good practice and made a series of recommendations for improvement. As the School had only been established six months before the site visit, the context of the review took into consideration that structures, policies and procedures were in the process of being instituted and/or bedding down, so review recommendations would feed into the School's strategic planning and development over time. The Review Group noted in their Report that they strongly supported the School's decision to engage with the review process and seek external input at such an early stage in its lifecycle.

Following receipt of the Review Group Report, the School established a Quality Improvement Plan (QIP) Committee. The Committee first met on 23 November 2016. Further to a briefing by the UCD Quality Office, the committee met in December 2016, and communicated by email until March 2017. The membership of the QIP committee is set out below:

Vivienne Brophy	Chair, Head of Architecture
Prof Hugh Campbell	Head of School
Adam Trodd	School Manager
Brendan Williams	Head of Planning
Sophia Meeres	Landscape Architecture
Finbarr Brereton	Environmental Policy / Research
Michael Lennon	Head of Teaching and Learning
Dan Sudhershan	Associate Dean Architecture / Programmes

The members of the Committee brought specifically focussed recommendations to their own disciplines or committees ie. Teaching and Learning, IT, Studio Coordinators etc, who responded within the specified timeframe. The Committee developed a QIP which sets out how each Review Group recommendation will be addressed by the School. This was reviewed by Head of School and Chair of QIP Committee. The draft QIP was then circulated to representatives of staff groups, ie. hourly-paid and part-time staff for feedback in February 2017, and the amended draft was again circulated to the QIP Committee in mid-March for approval. Further minor amendments were applied and agreed as Final document from School on 30 March 2017.

Categories

1. Recommendations concerning academic, organisational and other matters which are entirely under the control of the unit
2. Recommendations concerning shortcomings in services, procedures and facilities which are outside the control of the unit
3. Recommendations concerning inadequate staffing, and/or facilities which require recurrent or capital funding

Timescale

A. Recommendation already implemented
B. Recommendations to be implemented within one year
C. Recommendations to be implemented within five years
D. Recommendations which will not be implemented

Report	RG Recommendation	Category (see list above)	Action Taken/Action Planned/Reason for Not Implementing	Timescale (see list above)	RESP.
			ORGANISATION AND MANAGEMENT		
2.10	The School name is long, but all the same, it does not comprise all disciplines. Landscape is not visible, and for Environmental Policy the name signals too much design. The Review Group encourages the School to consider changing the name of the School to something that signals integration and which is more inclusive (e.g. School of the Built Environment). At the same time researchers and research groups in the School should be	1	This issue needs to be revisited in the context of the refinement of structures and procedures which strike the appropriate balance between subject autonomy and school coherence. A change of name may not in itself have a great impact – certainly not without the underpinning structures. On the other hand, it may allow all subjects to feel an equal stake in the school, which is important. The issue will be discussed at School Executive, proceed to School Council and be brought back for review.	B	School/College

	encouraged to market themselves under more specific names e.g. "I am from Environmental Planning / Landscape Architecture / Architecture / Planning in the School of the Built Environment, UCD".				
2.11	There is a sense of reorganisation fatigue within the School. This School should prepare its Quality Improvement Plan as part of the process of this review and then not be asked to undertake major change for a reasonable interval.	1	We heartily endorse this view. At the same time, it should not be assumed that the newly created school is as yet a finished article. It is a work in progress which will require continued attention to ensure its success.	A/B	School
2.12	The budget and financial organisation of the School still reflects the old schools in the sense that each disciplinary group still has its own pay-line or sub-budget. The groups thus exist as economic "silos" in the organisation. It is essential to eliminate such budgetary "silos" in order to create room for strategic decisions by the new School leadership for investment and new positions "between disciplines". The School should set a realistic timeframe for this budgetary merger, for example, 2 years. The budget should not look backwards, but should be seen as a living document to allow, discuss and implement change.	1/2	The School acknowledges the need for a budget that operates as a 'living document' to allow for monitoring, discussion and to facilitate management of resources. The School will explore options for a budgetary merger and, in the immediate term, an additional budget line will be established to support shared resources and cross-disciplinary endeavours, for example the Research Lecture Series, and strategic initiatives such as shared posts. This suggestion will be fully explored with key stakeholders. In line with the general need to balance autonomy and unity, the agreed approach will need to allow effective and easy oversight of subject spending (pay and non-pay). The opening hypothesis is that a merging of pay budget and the maintenance of subject-specific non-pay budgets would allow operational and organisational clarity. The budget should reflect (short, medium and longer term) whole-	B	School/College

			school strategic plans and priorities, and be inclusive and available to all four disciplines. This issue will go forward to School Executive with advice from College Principal and Finance Office.		
2.13	The Review Group recommend that the School should consider appointing an Advisory Board to help drive change in the newly formed School. The Board could initially be convened for 2 years with the option to make it permanent following a review of its effectiveness. The Board should comprise members from outside the School, including from other UCD Schools and stakeholders.	1	The School acknowledges the merit of this proposal, as it would aid the newly constituted multidisciplinary School in establishing how to best exploit the inherent potential of bringing these disciplines together in terms of teaching, research and external relations. The School Executive, in tandem with the Quality Improvement team, will identify appropriate candidates for this Advisory Group and hope to establish it for a two-year period from mid 2017. The ambition for the composition of the Board will be to look beyond UCD, to access the required breadth and understanding of the challenges faced by a multidisciplinary school of our size, and to draw in specialist expertise from within UCD such as UCD Research Partners.

This has already been discussed at School Executive, and led by Head of School, it will now be tasked with drawing up (based on models from other schools) the remit of the Board which should be narrow and focussed, and the make-up of membership to include profession and wider industry. | A/B | School |
| 2.14 | The School should establish a well-understood and streamlined organisational structure that caters for both efficiency and inclusiveness. To facilitate this the School should: | 1 | A revised structure has been proposed (see proposed diagram) which has been agreed in principle by School Executive. | A/B | School |

	2.14.1	consider forming a smaller, executive (or management) team with representation from the four disciplines - while the current School Executive is diverse and relatively highly populated which is positive during the transition phase, in the longer term, it may be better to have a leaner, more streamlined committee.		The proposal for a new management team is in place and it is proposed to set up a process of consultation to agree this.		
	2.14.2	establish a Teaching and Learning Committee as a matter of urgency.		The Teaching and Learning Committee is established and active.		
	2.14.3	ensure that the role of School Director of External Relations & Communications is filled – responsibilities should include partnership development, recruitment of students and alumni engagement.		Appointment of International/GEG person a priority. Expressions of Interest have been called for, and it is expected that this issue will move forward swiftly to conclusion.		
	2.14.4	include students in appropriate School Committees and events - while the School operates staff/student committees and students are represented on the Programme Board, there is scope to include students more. The		It is proposed to engage with student societies to assist them to be more active –and to encourage ArcSoc to provide appropriate events. Students are active inputting to the School. The Architecture, Landscape, Planning & Environmental Policy (ALPEP) Programme Board includes Student Representatives in its membership. There is also an ALPEP Staff/Student Committee which is a sub-group of the main		

| | | School should also encourage and further support students holding student-led events such as talks, exhibitions, debates and careers fairs. | | Board, this Committee provide a forum for students and staff to communicate about new developments and to address issues that arise.

The UCD Career Development Centre has a dedicated Careers Consultant for Engineering & Architecture and she regularly organises discipline specific presentations and is available to meet students individually in Richview.

There is a Peer Mentor Programme in place, Co-ordinated by the Engineering & Architecture Student Adviser, where Stage Two Architecture and Landscape Architecture students provide advice and support to Stage One students during their first year. These Peer Mentors receive training and are matched up with a group of mentees during Orientation who they continue to engage with regularly during the year.

End of year exhibitions are organised by students and staff in Architecture and Landscape Architecture each year. Student work is displayed and the exhibitions are open to the public. These annual events are a great show case of student work and allow students and staff to collaborate on this important project.

In addition, the student societies organise trips, talks, sports events etc through the academic year. But we need to encourage more for more organised cross - disciplinary student activities.

In Graduate level, the MArch final year students organise a Thesis Symposium each year in one of the seven schools on the island. This involves students from the previous year in each school presenting their thesis work. The first UCD-QUB PhD symposium which was held in QUB | | |

			was suggested by academics it is organized entirely by students in the last academic year. However, we need to encourage and support student-led events such as talks, exhibitions, debates and careers fairs.		
2.15	It is important that internal communication in the School be enhanced. The Review Group commends the School on its recent development of an internal communications strategy and recommends that this is given a high priority and undertaken as soon as possible.	1	Progress has been made in terms of clearer lines of communication, reporting, minutes etc. in the School. An online "administration organogram" that communicates the current structure and people in different roles will be developed with names of all staff, photos, subjects and modules, and will be made available through Dropbox. More generally, meetings will be minuted promptly and disseminated to those on those Committees. The School recognises the need for more internal updates/communiqués/newsletters etc. for all staff. Especially in its enlarged form, it cannot be assumed that people know what is going on. Examples of good practice in UCD will be explored to strengthen existing forms of communication eg. More frequent updating od School website, a notice board specifically for staff, and more frequent all School information meetings.	B	School
2.16	It is essential that the School establish a robust induction policy, procedure and subsequent mechanism for the exchange of information within the School. This is particularly needed for new faculty, staff and students as well as hourly-paid faculty and staff that need answers to questions along the lines of "how does the School/University work?" and	1	A balanced approach is needed. Having information accessible is not the same has having an office open for queries at all times. A pre-semester induction session for 16/17 worked well in this regard, gave a lot of pointers on various systems, procedures etc. This will be rolled out at regular intervals and more widely. Also, there needs to be more than one flavour of intro/induction. The needs of a new full-timer, for instance, are not the same as those of an hourly paid studio staff member.	A/B	School

	"where do I get help with HR questions?" The Review Group recommend that the School Office be open and staffed during all office hours and that it becomes the administrative centre for the School where information can be disseminated and problems can be solved.		A written Induction Policy will be prepared, which outlines for each staff member type, providing information on support services and procedures and processes for UCD and school activities. The School Managers office is open all office hours, and the Head of School available at all times. *Staff Development Strategy:* 1. Survey all staff in order to ascertain current qualifications (incl. T&L), areas of particular competence, expertise and interest. 2. Evaluate the outcome of the current curriculum review process and planned programme developments in relation to staff capacity and future requirements. 3. Develop a short and medium term strategy for staff development that addresses both individual ambition and programme enhancement. *Staff Induction Strategy & Policy:* 1. Develop Exemplars from other Schools through HR 2. Develop APEP staff induction and policy documents, to be updated annually. 3. Designate a member of staff in each discipline to take responsibility for updating relevant sections of the documents and to meet with new/ returning members of staff before the start of the academic year. 4. Ensure that changes and relevant information are communicated to all staff at appropriate times.		

2.17	There has been a lot of reflection on where the School came from and what it comprises at present. The Review Group recommend that the School now increase its efforts in forward thinking and in articulating a shared ambition and vision. This should also include clear articulation of the identity of each of the disciplines in the School and how they interlink.	1	Agreed. A stable basis of operation will facilitate this. People will not protect turf if they feel turf is structurally safeguarded. This forward thinking should be grounded in research and teaching activities, and also in the sense of shared mission. Interdisciplinary within the School would not be recognised by the current UCD metric for interdisciplinarity (work between Schools) and is a disincentive. However, in order to articulate the identity of each discipline and how they interlink to drive an agreed mission for the School, it will be proposed to the School Executive to have a forum to externally facilitated a process to develop identity for each discipline and integrated approach. This could provide an agreed model for the School to move forward with for the future.	B	School

STAFF AND FACILITIES

3.12	The Review Group strongly recommends that the School review the number of hourly-paid faculty, staff and non-permanent fractional lecturers. The balance between permanent and non-permanent faculty and staff needs to be changed in order to enhance research capacity, to strengthen strategic, long-term planning of teaching, and to make it possible for academic staff to take part in studio teaching.	3	For clarity, it is important to note that many of our fractional lecturer posts are permanent across the disciplines, thus the staff categories found within the School are permanent full-time lecturers, permanent fractional lecturers, staff on Contracts of Indefinite Duration [CID] and, in transitory positions, fractional lecturers, hourly-paid staff and postdoctoral researchers. The School intends to review its staffing profile as part of the Quality Improvement plan to achieve an appropriate balance between hourly-paid, permanent and non-permanent fractional lecturers, full-time staff and postdoctoral researchers to best achieve its goals in research and teaching. This requires a change in University level, but the School will engage where possible for this change. This suggestion chimes with longstanding and often revisited issues for the school, specifically the Architecture and Landscape Architecture programmes. This will require extensive consultation with HR (already underway) and the College Finance manager as there are significant financial implications to this as well. How to proceed? Needs to be done in tandem with multi-annual planning. There may need to be a transition period for a new model to be fully put in place. It is intended that discussions with HR be continued and to consult with other Schools terms of engagements/rates of pay etc.	B/C	School/College/University
3.13	The School also needs to develop a	3	The School strongly agrees with the recommendation of the Review	A/B/C	School/College/University

	policy regarding hourly-paid posts. There should be an appropriate balance between short-term and transitory appointments (lasting no longer than a few years) with a view to continually refreshing teaching from best practice, and those developed into proper (possibly larger fractional) posts where faculty and staff have the benefits of career development and promotion. The present imbalance with too few larger fractional and full-time posts needs to be addressed to help improve the balance of management loads for these posts.		Group but notes that achieving a better balance between transitory positions and permanent posts, and more appropriate forms of contracts and career development opportunities will require input and coordination with UCD HR to identify or create better employment contract types, and appropriate mechanisms for career development and promotion. This process has already started with proposals for teaching track fellows, which would include opportunities for career development. Again, examples of comparable systems across the university, and in comparable institutions, will be useful here. This policy needs to be developed in consultation with HR – it is not something that can be achieved independently. Work has already begun on this, and an initiative to develop teaching-only posts has been proposed. This has been discussed with hourly-paid staff, and it is envisaged that such posts will be in place within six months or so.		
3.14	The School should liaise with UCD HR regarding the development of career paths for the (fewer) part-time lecturers. This should include considering how to involve them in research activities or to establish a category of, for example, University Teacher.	3	See above.	A/B/C	School/College/University
3.15	The recruitment procedure for part-time and hourly-paid staff should be transparent and competitive.	1	New posts, as outlined above and if agreed, could provide that. However, it is intended to develop Guidelines for fractional and hourly paid staff which will define responsibilities, workload, processes and expectations, and opportunities for involvement in	B	School

			the programme.		
3.16	Contracts for part-time lecturers and hourly-paid staff should be reviewed to ensure clarity regarding working conditions and workloads.	1	See above. The need for more guidance for fractional lecturers, and more orientation for hourly paid and occasional lecturers, notwithstanding their current official status.	B	School
3.17	Mitigating dissatisfaction among the hourly-paid faculty and staff as to their lack of involvement in teaching decisions, communication with the permanent faculty and staff, job content (lack of responsibility), planning of their workload, communication with the School, and experience of lack of payment for preparation and administrative tasks should be considered as an important short-time-task for School management.	3	Communication and structure across the school will assist with this. The newly formed Architecture Discipline/Subject Group, with representatives of all staff will assist hourly paid staff to have a forum to bring their issues to the School Executive. Strategies outlined above in relation to hourly paid status, options, clear role descriptors and improved induction procedure will also assist. Any local policy adopted at school level will need to align with HR policy across UCD.	A/B	School/College/University
3.18	In respect of recommendation 3.17, the School should create a communication forum or other structure that can foster a teaching environment and collegial atmosphere to address inclusion of part-time lecturers and hourly-paid faculty and staff in academic exchange and teaching and management decisions.	1	School Council meetings allow for this, as do Discipline Group meetings. However, there is also scope for expanding other channels of communications as outlined or for formalising them based on models of good practice and this will be explored. The challenge remains that hourly paid are only engaged for teaching hours, so it can be difficult (within the strict terms of this engagement) to involve them in other forms of activity. Key to change is the introduction of new contract types which is already underway as stated above.	A/B	School

3.19	In terms of a strategic recruitment strategy, the Review Group recommends that the School seeks to create new permanent inter-disciplinary positions, to help cohesion and collaboration in the School. Possible areas for consideration include Landscape Urbanism, Housing, Smart Cities, Resource Efficiency, Climate Adaptation, Urban or Environmental Design. The Review Group also advises the School to prioritise international recruitment. When the opportunity arises, the School should consider appointing a full professor in Landscape Architecture to support its central role as a link between disciplines. The School should develop a five-year staff succession plan to help steer recruitment when the opportunity arises.	1	A number of existing staff are already engaged in research across disciplines, and this is encouraged. Three recent appointments have been interdisciplinary, primarily in research areas, but these could be built upon as a mechanism to increase interdisciplinary at undergraduate levels in the future. See also 6.15 The Committee on Strategic Appointments has been appointed, which includes full professors from the school and two external full professors from across UCD. The committee reports/recommends to School Executive. The committee will allow for initiatives such as inter-disciplinary posts to be considered for their strategic value, and for the argument for the posts to be articulated to College and University. Staff planning across the disciplines to be co-ordinated and extended to five-year horizon, as suggested.	A/B/C	School
3.20	UCD, at University level, should actively consider and support the imaginative and sustainable prospects proposed (sketch plan and funding ideas) by the School to upgrade the Richview campus,	3	We would certainly be in agreement that the merits and benefits of Richview/Newstead as a location for the school have not been fully considered in the preparation of the current development plan. The larger logic of a centralised College of E&A in a central Belfield precinct is compelling and has clear potential. Assuming this strategy is to be realised in the medium term, then there need to be	C	School/College/University

	bearing in mind the University's commitment to sustainable development and the need to reduce embodied carbon emissions overall. It is a strong wish from the School, and needs to be taken seriously, before a final decision is made.		clear plans in place for the ongoing growth of APEP in Richview/Newstead in the meantime (see 3.21)		
3.21	The University should urgently review the maintenance and upgrading requirements for the buildings at Richview, in particular, ensuring compliance with legislative requirements regarding access for people with disabilities.	3	The School recognises that this is a critical issue to address, in concert with UCD Access & Lifelong Learning, which has become particularly urgent in light of a new student accepted 2016/17 with mobility issues. It is important to note that compliance with Health and Safety regulations and, more particularly, Fire Safety regulations is an equally critical issue to address at Richview. The School will request that UCD Estates carry out an audit as a matter of urgency and will work with UCD Estates to develop appropriate solutions to meet these requirements.	B/C	School/College/University
3.22	The School should consider reorganising the use of Newstead/Richview to enhance the utilisation of space and integrate students and teachers more. Whilst Richview is cramped, Newstead has ample space. The Review Group proposes that some architecture and landscape architecture studios should be co-	3	The School acknowledges the virtue implicit in this recommendation, specifically the better integration of Landscape Architecture with the remainder of the School and a more appropriate use of space across the Richview/Newstead precinct. However, we would challenge the statement that the space allocated to Landscape Architecture in Newstead is ample and the implication that all space in Richview is cramped or used beyond its capacity. A review of space utilisation in Richview/Newstead across all four disciplines has been started, with the short-term goal of	B/C	School/College/University

	located in Newstead, to integrate the students better and to create mutual learning and friendly competition among the students.		more balanced use of spaces across the precinct, capitalising on any opportunities for integration. However, in the longer term, the School would hope to enhance and enlarge the space available at Richview to enable Landscape Architecture to be relocated to Richview. However, funding is required to make any changes to space utilization. A proposal to Building Estates to address immediate concerns is listed in Prioritised resource Requirements.		
3.23	The Review Group also recommends the continued use of the Earth Institute building for the School's research purposes.	1	The building has been transferred from Earth Institute building to APEP use. It is a valuable graduate resource, and is fully occupied by APEP staff and students.	A	School
3.24	As there are too many access cards in circulation, the Review Group recommends that UCD Estates, together with the School, examine possible access and security issues in Richview and Newstead.	2	The issue here is that master keys have been cut and distributed to all Architecture staff for a number of years without any monitoring. The School has contacted UCD Estates to arrange the changing of locks on Architecture staff offices with a view to providing staff with new keys for each office. One master key will be given to UCD Services and one to the School Manager.	B	School/UCD Estates
3.25	The School needs to develop a functioning and attractive common room for faculty and staff (there is the space).	1/2	This has been proposed within the short/medium Richview refurbishment proposal, but is contingent on UCD Estates support funding.	B/C	School/UCD Estates
TEACHING, LEARNING AND ASSESSMENT					

4.11	Clear investment needs to be made to create time for faculty and part-time practitioners to be in dialogue with each other at key points in the year, to aid strategic programme development. This could take the form of annual programme reviews and planning meetings, attended by all learning and teaching faculty and staff.	1	The School agrees that the complexity of the multidisciplinary nature of the School, coupled with the diversity of staff types has contributed to ineffective communication and collaborations, and is currently working toward developing a more effective communications strategy to address this issue in part. The School also agrees with the Review Group that more frequent and structured programme coordination meetings could be held across the School, beyond the main ALPEP Programme Board, which would give full-time and part-time staff better opportunities to work strategically together. The new School structure provides a clearer discipline structure, into which a clear line of communication within each discipline can be integrated, with appropriate meetings to represent all staff, and undertaken this year. From an interdisciplinary perspective, School meetings for all staff in each semester will provide an interdisciplinary forum.	A/B	School
4.12	One of the early tasks of the newly formed Learning and Teaching Committee should be to examine the similarities and difference among programmes offered by the School, with a view to removing redundancy and enhancing offerings, while reducing overall teaching loads.	1	The Teaching and Learning Committee will undertake a review of programmes offered by the School with a view to removing redundancy, enhancing offerings and reducing overall teaching loads. This discussion has already commenced, and will be completed by the T+L Committee, if possible, within a year.	B/C	School

4.13	The School needs to develop a strong Learning and Teaching Strategy, which includes a full audit of all disciplinary modules and programmes, to help identify new niche programmes and modules that bridge the various disciplines. This is an essential precursor to defining any new teaching roles in the School.	1	The Teaching and Learning Committee will produce a Teaching and Learning Strategy. This Strategy will include a full audit of all disciplinary modules and programmes delivered within the School with a view to identifying opportunities for new disciplinary specific programmes and modules, as well as new programmes and modules that bridge the various disciplines within APEP.	C	School
4.14	All the programmes should be engaging directly with global challenges and bring to the campus best practice from the practitioners and professions.	1	As part of the Teaching and Learning Strategy to be produced in response to item 4.13, the Teaching and Learning Committee will explore options to better integrate engagement with global challenges into existing programmes and modules, as well as potential new niche programmes and modules. The School is, through its teaching staff and professional programmes, well connected with practitioners and the profession, and will build on this strong relationship in this regard.	B	School
4.15	Investment needs to be made in developing a robust School Faculty and Staff Development Strategy for all staff, which will allow them to benefit from learning about new pedagogical developments, software, and methods to enhance the student experience. This needs to be combined with a more explicit and written induction process for both faculty, staff and part-time	1	Much of this is answered by the new Faculty Development Framework, which provides the underpinning in this area. In tandem with this, the school recognises the need to put in place a local induction process, as mentioned above - Refer 2.16.	B	School

	practitioners at a School level (see also 2.16).				
4.16	Provision of appropriate software, space and resource for IT delivery remains a challenge for the School, and the University is strongly encouraged to provide more learning technologist support, GIS, Adobe and other proprietary licences on a local basis for students as these are core to their learning process.	2	The policy of UCD Computer Services over the last years has been to focus its constraint resources on central and 'back-end' IT provisions such as email, cloud services, Blackboard, networking, etc. The consequence is that the provision and support of subject-specific IT resources must now be met at School level. This has come about with little or no planning at university level, with the complete burden falling to the School unit with little or no budgetary regard for the significant resource requirement this entails. As such the School requires a significant and immediate investment in three categories: 1. Provision of licenses for subject-specific software to support the delivery of its programmes 2. Provision of local support to both teach and support the use of such software 3. Provision of support to undergraduate, graduate, researcher and staff in a wide range of services to support to both teaching and research (e.g. GIS, audio-visual technology, environmental sensing, IT and programming support, etc.) Proposal outlined in Prioritised Resource Requirements.	B/C	School/College
CURRICULUM DEVELOPMENT AND REVIEW					
5.15	A more market-orientated approach needs to be taken in terms of redeveloping or developing new Masters programmes. For example, there is an opportunity to develop new and	1	There is an ongoing process of review and development in relation to Masters programmes, involving relevant faculty, focus groups of current and potential students, and marketing staff. In the first instance, the school is keen to grow enrolment where there is capacity within current programmes, even if this involves the reconfiguring of those programmes.	C	School

	innovative Masters programmes in Landscape rather than reintroduce programmes that disappeared previously.				
5.16	The School should consider the introduction of credit-bearing internships across all its Undergraduate and Masters programmes. There is a good precedent in the M.Eng programme Year 4, which is supported by College level internship co-ordinators, and of which the School could take advantage.	1/2	While the School acknowledges the value of internship opportunities in professional degree programmes, there is a complex landscape of overlapping frameworks, including the variability of available and consistent suitable employment opportunities, accreditation requirements, regulatory requirements (in architecture) and professional frameworks across the four disciplines, which make this a difficult recommendation to achieve. Equally, many of our programmes, particularly in Planning and Environmental Policy, are of 1-2 years in duration, making this especially difficult to address. Nevertheless, this recommendation will be taken under advisement and considered across the full complement of degree programmes offered by the School by the Teaching & Learning Committee to identify where opportunities exist, such as the facilitation of internships, with support from supported by College level internship co-ordinators, or recognition of learning achievements through credit-bearing dissertations. The school will consider introducing these as an option within graduate programmes, on a pilot basis, and making use of College-level resources already in place. Prior to a pilot project staff will meet the UCD Internship manager and Engineering's Internship manager to investigate conditions for the introduction of a mandatory internship within the	B/C	School/College

			undergraduate programme. A study to report on the issue of credit-bearing internships, in the context of each discipline and including the following: the particular regulatory/ professional accreditation requirements of the programme(s); the current internship arrangements operating outside the structures of the academic programmes (non-credit bearing); the industry capacity to provide on-going, consistent, structured internships; the nature of practice in the discipline, the appropriate format and duration of effective internships; the staffing requirements of co-ordinated internship programmes; the associated legal, employment, health & safety and insurance issues; the replacement/ displacement of credit-bearing modules from the current curriculum. Also, to explore the possibility of providing recognition for internships that are not formally part of a module, i.e that it might appear on transcript – but is non-credit bearing. In addition, Architecture and Landscape Architecture are exploring the inclusion of Internship in the curriculum.		
5.17	The Landscape Architecture faculty and staff within the School are encouraged to carry out a review of their interests and expertise in order to tease out a clearer identity and USP, which they then need to project more strongly to the other School disciplines, in relation to their learning and teaching and to their research strengths. Landscape Architecture needs to be viewed as an equal partner in relation to	1	This recommendation is linked to a number of other comments made by the Review Group on the subject of Landscape Architecture, including their lack of visibility in the School name. The School recognises the importance of valorising the Landscape Architecture programme more clearly and consistently in the School structure, the marketing and communications strategy, and the School name and believe that the provision of additional accommodation within the Richview precinct to relocate Landscape Architecture to Richview would further consolidate and support this ambition. The rebranding of the School under a more inclusive	B	School

	research and programme development, as well as all publicity in the School.		name will also require the reconsideration of the name of the College. (See above re School identity)		
5.18	A clear strategy needs to be developed for the PhD programme, which sits within an overall Learning and Teaching strategy. This would help PhD students to gain a broad range of initial research skills and understanding as well as to integrate them more within the School in terms of teaching opportunities which can support existing faculty, staff and part-time practitioners. A more formal process for identifying PhD student teaching capabilities and locating these in relation to teaching requirements is required. The development of industry scholarships will help to support the PhD programme.	1/2	With regard to research skills, the structured PHD in UCD requires all students to undertake up to 30 taught credits to enhance their research and transferrable skills. The School requires students to undertake mandatory research design/methods modules and other modules are selected in conjunction with their supervisors and doctoral studies panel. As part of this process students are required to develop a Research and Professional Development Plan which is revised over the course of their PhD. UCD Graduate Studies also offer a series of Transferable Skills modules which students may take. Taken together, these elements provide a firm foundation of research and transferable skills for PhD students. The Director of Graduate Studies will liaise, on an annual basis, with Programme Directors to assess the ways in which PhD students can make effective teaching contributions to programmes. This will require ensuring students have the requisite teaching skills and that any teaching commitments are sustainable in relation to their PhD research.	B/C	School/University
5.19	A review of the curriculum to ensure the delivery of transferable skills related to students transitioning from one part of their career to another is recommended.	1/2	The Teaching and Learning Committee propose to: Instigate a periodic curriculum review meeting with all full-time and key part-time staff to discuss transferable skills both within individual disciplines and, importantly, across disciplines that are represented in APEP. The appropriate cycle for this periodic review process will be determined by the T&L Com in consultation with the	B/C	School/College

				Chair of the APEP Programme Board following completion and feedback on the curriculum review process currently underway across the university.		
				Business Skills The School will explore innovative ways of to ensuring students are more engaged with emerging and pressing realities of their future practice as professionals, which will include a range of transferrable skills. This might include incorporating practical business skills into the programmes in addition to economics, principles of procurement, forms of practice. *Presentation skills* o Within the school, studio teaching and regular 'crits' and presentations provide a forum for students to present and defend their work. However, a greater emphasis will be placed on formalising teaching regarding presentation skills and in widening the forums for presentation in a number of the programmes. o Introduce sessions on making presentations on the programmes (incorporate into a module or provide a session in the first week of term as part of an induction programme). o Structure more teaching and learning methods to ensure students present and discuss their work more regularly outside the academy in order to develop communication skills and to have an education experience that is already preparing them for professional life. o Use existing modules that sit alongside studio teaching to develop further presentation skills. Some of these modules (e.g. ARCT40020 and ARCT40080) already incorporate student engagement with the wider community, but such endeavours should be formalised.		

			Technical Skills The School is already working to provide students with more direct skills – especially in new technologies – we will continue (within existing budgetary constraints, access to software, access to teaching support) to consider the incorporation of further technical skills in modules across the school. In so doing the aim of the School is not simply to foster a fluency in technology, but also to help students develop a better understanding of the purpose of emerging technologies with regard to their own work.		
5.20	Faculty and staff should be encouraged to adopt different methods of assessment e.g. peer assessment and group-work assessment at all stages, including final submissions.	1	There currently exists considerable diversity in assessment methods used across the modules delivered by the School, including group-work assessment at all stages. The School acknowledges that there are opportunities within several programmes to adopt some form of peer assessment, particularly in the Masters level programmes, and this will be reviewed by the Teaching & Learning Committee. *Co-ordinating the Timing of Module Assessments* To ensure students are not over-burdened with assessments at particular times during the teaching term, Programme Directors will initiate a programme review (including module coordinators) prior to the start of each semester. Consideration will be given to rebalancing the timing of assessments to ensure a more equal distribution of workloads across the Semester. An online Calendar system will be piloted in a number of PEP programmes to test the utility of such a calendar (see 5.23) to capture submission dates across modules, and to allow module co-ordinators and studio staff to ascertain the impacts of changing submission dates. *Feedback Protocol* o A feedback protocol has been implemented in Planning	A/B/C	School

and Environmental Policy since September 2016. This will go some way to ensuring the provision of relevant, timely feedback and feed forward information to students in order to improve learning from assessments. The feedback protocol will be presented to the T & L committee with a view to rolling this out and implementing this in other programmes across the school.

- o Staff members have developed innovative ways of providing feedback to students that could be shared across the school (for example recording feedback and podcasting). The T & L committee will explore how best to provide information to staff on ways of enhancing feedback for student learning.

Feedback
Peer Review -A number of School programmes currently utilize peer review as part of the assessment process. In order to further explore the potential of peer review we will explore how best to share existing ideas and processes with staff across the school.

Forms of Assessment
The University wide Curriculum Review process has revealed a lack of formative assessment in many of our modules, while this may be indicative of the manner in which data was captured in the curriculum mapping process, there is potential for encouraging the integration of formative assessments in modules.
- o *Formative Assessment*- Develop some guidance on formative assessment and what this might constitute. Explore whether online methods might be useful in this

			regard. o *Summative Assessment* -There are innovative group projects and assessments being used across the school. Devise methods for sharing best practice across the school. *Consistency in Assessment* Introduce guidance on assessment weighting across modules so that there is consistency in workload expectations across all modules of equal size. Such an assessment strategy will allow for flexibility in terms of assessment options. In relation to the actions outlined above regarding assessment, the following two approaches will be explored: 1. Initially Programme Directors will meet with module co-ordinators to discuss issues relating to assessment, timetabling and feedback. 2. The T & L committee will explore ways of organising a series of teaching and learning sessions within the school to share best practice on peer assessment/peer review, other forms of group work assessment and feedback, together with assessment procedures such as grading.		
5.21	Collaboration should be fostered amongst students of the built environment professions (including Engineering) to develop a language of collaboration for subsequent	1	Research and investigate the possibility of developing a multidisciplinary shared core-module in APEP for first-year undergraduates. A key portion of this module would be cross-disciplinary group work.	B/C	School

	professional practice.				
5.22	Dates for portfolio submissions within teaching term should be clarified in advance, to ensure that there are no clashes with other module submissions, and that students are aware of these from the outset.	1	The School has consistently endeavoured to clarify deadlines in advance and to monitor the submission of portfolios relative to other deadlines. However, this coordination is an on-going issue and these issues will be reviewed by the Teaching & Learning Committee to find a more robust system for coordination. Programme Co-ordination meetings will be held before the commencement of each semester with all relevant Module Co-ordinators in attendance in order to plan submission dates. Programme Co-ordinators to call and minute these meetings.	B/C	School
5.23	Excessive student workload at key points needs to be addressed through comprehensive time management and timetabling, co-ordinated across all programmes. This should include strict and reasonable deadlines for submission of work. For example, dates for submission of portfolios should be in week 12 of the semester at the latest and not during the study week or after exams.	1	The Teaching and Learning Committee will develop a student workload management system that will facilitate the coordinated administration of submission dates across all programmes. Development of this management system has already commenced. Note that portfolio submission is part of the examination process, and as such, follows on from the 12 week teaching semester.	B/C	School

RESEARCH ACTIVITY

6.15	Exploit new opportunities that an interdisciplinary school creates to open new vistas on societal challenges, while building on areas of shared interest and expertise.	1	This process has already begun through a weekly seminar series geared at giving staff in the School an opportunity to keep abreast of the varied research ongoing within the school and to build new alliances. We intend to formalise this new initiative into new interdisciplinary research groups i.e. spin-out groups to identify new areas of research and funding opportunities. We will identify coherent overlaps in the research themes and the individuals to lead the themes. Additionally, as the Review Group has recommended in point 3.19, cross disciplinary appointments would assist in building new cross School alliances where resources allow.	A/B	School
6.16	Establish what counts as 'quality' in research—take charge of the yardstick used for measurement. With the support of the College, engage with the UCD Research Office to update the research matrices used in the University, to include measures that are more relevant to the disciplines within the School.	1/2	As in all academic disciplines, traditional outlets for academic research are an important metric e.g. high ranking peer-reviewed journal articles, monographs etc. However, measuring societal impact is now also regarded as important and we will liaise with UCD Research who have already developed impact templates. Establishing 'quality' is more challenging in relation to disciplines that are more practice focused such as Architecture and Landscape Architecture. To address this issue, we will establish a Working Group to outline the metrics in Arch and LA, potentially	B	School/College/University

			based on the Bartlett design research portfolios series. We will coordinate and gather research conducted at taught Masters level in the School, which disappears under the radar from semester to semester. A dedicated a position to carry out this task could be considered if resources allow.		
6.17	Obtain or provide support (beyond that provided by the School's dedicated research manager), for faculty and staff to develop and sustain research activity and exploit strategic funding opportunities.	1/2	The Research Manager in the School already provides excellent research support to those who wish to seek it! However, will make the available support (currently provided by the Research Manager) more visually available via various platforms e.g. online, through workshops and seminars etc. The Committee will survey all staff to find out who wishes to be research active with assistance from UCD Research, recognising the difficulties in Arch and LA. For example, not all staff receive the UCD Research Bulletin and a task that will be taken on by the research committee will be to identify the relevant material and redistribute to these non-active research staff who do not get the e-mails. Seek to avail more fully of College Level resources.	B	School/College
6.18	Work on theorising practice-based research to bring 'know-how' to the level of 'know-that', while reviving design theory.	1	We need to introduce a system for documenting and disseminating Practice-Based Research. There needs to be a standard template for this and we have been examining the booklet model used in the Bartlett School, University of London. The aim of this template should be to clearly demonstrate what is learned from the research and how it impacts on the field in terms of publications, awards, etc. This will enable us to build up	B	School

| | | | a coherent body of research and to provide a strong basis for the revival of design theory.

A standard template for Practice-Based Research will be developed within one year and set out an initial list of work to be documented. | | |

6.19	Thread research more visibly throughout curricula School-wide, emphasising the everyday use and testing of theories (as explanations, justifications, and interpretations) in the world of practice.	1	A meeting is proposed between the T&L committee and Research Committee to identify where more theory driven practice is practiced.	B	School
6.20	Continue to build numbers of PhD students and postdoctoral researchers.	1/2	This is already being undertaken where staff capacity and funding allow. The new PhD Scholarship in the College of Architecture and Engineering is to be welcomed in this regard. Where there is no capacity to increase PhD numbers, there will be a focus on Post Doc recruitment instead. Following the success of the Centennial Scholarships and initiative to introduce a follow-on PhD studentship programme, to maintain a constant stream of high calibre candidates. How to fund this initiative should be discussed at a Graduate Studies committee constituted to support the Director of Graduate Studies and subsequently discussed at the School Executive (see 7.9.1 below).	A/B	School/College
6.21	When developing the School Research Strategy, the following should be considered: 6.21.1 In delivering professional degree programmes that embody a studio culture, or entail many faculty-student contact hours, faculty and staff are challenged to preserve time to focus on	1/2	(6.21.1- 6.21.7) The School will build upon the Self -Assessment Report and use these to address these recommendations as appropriate. The doctoral programme has a shorter legacy across the disciplines of Architecture and Landscape Architecture, thus while the number of PhDs awarded appears low, there are currently 21 students registered for doctoral studies across APEP. The intention is to expand this intake to a maximum of 2 students per supervisor, representing a potential increase from 36 to 42 research students at the Masters and Doctoral level. Enrolment in doctoral studies has been improved through the		

	academic research.		introduction of an annual Centenary Scholarship in Architecture in 2012, though its continuance is dependent on the School budget. For Environmental Policy and Planning enrolment has declined recently due to funding for doctoral scholarships in the social sciences becoming scarce with the Environmental Protection Agency's annual funding of doctoral students shifting from an annual call to more sporadic awards. Students have noted that the lack of funding is perceived as a major barrier to undertaking a research degree, particularly by the Landscape Architecture students, which should become less of an issue as the culture of funded research projects develops in Architecture and Landscape Architecture. Students also suggested the idea of setting up industry funded scholarships or bursaries for postgraduate courses, which could improve enrolment rates, and the development of interdisciplinary research projects with improved rates of funding as an opportunity for the new combination of disciplines in the School.		
	6.21.2 A strategic approach to obtaining adequate research funding should be a priority.				
	6.21.3 Identifying and working with governmental and non-governmental organisations and other 'natural' clients, to develop and pursue a problem-driven, interdisciplinary research programme with high policy relevance.				
	6.21.4 Bringing more attention to the knowledge transfer that the School facilitates through translational research.		The School is active in research projects with other Irish and European Institutions, through funding mechanisms such as European Research Council and EC Horizon 2020, and at a national level through IRC, Environmental Protection Agency, Irish Government and Green Building Council. Collaborations occur at the institutional scale (35%), to a lesser degree at the national level (11.6%) and to the largest extent with international colleagues (37.2%).		
	6.21.5 The School should ensure adequate resources and attention is given to preparing the next generation of research academicians.				
	6.21.6 Dedicating more human resources to research		APEP performs well as a research active school relative to comparable UK schools across the broad measures of research funding, research output and postgraduate awards. There is considerable potential to		

	support activities—e.g., proposal preparation or liaising with funding agency programme officers. 6.21.7 Envisioning and pursuing joint projects with other Irish or European institutions e.g., managing transitions in regional infrastructure systems.		capitalize on the School's wide spectrum of research activities and distinctive intellectual position to address key societal challenges through outstanding research. Nevertheless, there are challenges that the School faces which include: Inadequate representation and recognition of alternative forms of research outputs across all disciplines. This is being addressed at College and University level, in order to increase research impact and provide visibility to alternative forms of research outputs. Recent constraints on accommodation for postgraduate and post pectoral researchers has been alleviated through the acquisition of Earth Institute building, and its facilities, which provide a great resource for attracting international research students, each student having a dedicated study area, and is now fully occupied with staff and graduate students of APEP. The staff therein are seeking a 'research Centre' status for the School, with two newly arrived senior lecturers to the School driving this initiative. The theme, Spatial Dynamics, is seen to encompass research across the Schools disciplines while having broader interdisciplinary potential across the College and University. It is intended to set up a research delivery team in this theme to drive research in this area. In building this broad themed team this should enable a more strategic approach to funding calls to ensure adequate funding levels to support growth in Postgraduate and postdoctoral researchers, and will assist		

			the School in supporting staff in developing and sustaining research activity by a combination of mentorship, administrative support, and systems of research leave.		

MANAGEMENT OF QUALITY AND ENHANCEMENT

7.9	Taking into consideration that the School is undergoing a significant amount of change and working to embed new structures and processes in a relatively short space of time, the Review Group would recommend that:	1	7.9.1 – 7.9.4 The School's current management structure is attached, which maps structures and how they link up from University level, to College level and finally to School level. The School will follow the workflow through these structures and identify where there are gaps or overlaps and use this process to create a more efficient work programme.	B	
	7.9.1 the School clearly map out its current structures, processes and procedures.		The School has already identified some areas where more transparency is achievable quickly; thereby benefitting the School, e.g. the minutes of every School committee made available to faculty and staff on a shared folder where permissible, regularly scheduled administrative staff meetings throughout the year etc.		
	7.9.2 the School should set out a work programme to address any overlaps and gaps identified by the mapping exercise.		Given the physical limits of Richview/Newstead, disciplines operate within their own buildings and units so it is imperative that the work programme, particularly for administrative staff, supports the idea of the administrative team being a School team rather than separate teams working for individual disciplines with no sense of a wider School remit. The school plans to engage with UCD Agile UCD HR where necessary in the development of the work programme.		
	7.9.3 the work programme should be made up of a series of short, achievable projects, with clear timelines, that are planned to be delivered over a number of years.				
	7.9.4 the School should engage with other University units,		Basic principles of Coherency, Participation and Transparency should be deployed in reviewing and/or constituting governance structures within the School.		

	for example, UCD Human Resources and UCD Agile to support these mapping and planning exercises.		*Coherency* • Each of the School directorates (e.g. Research, Graduate Studies, Internationalisation) should be supported by a committee that deals with issues under the remit of that directorate. • Each committee should have an agreed Terms of Reference aligned with the equivalent University and College committees, but tailored to the specifics of APEP. • Each committee should report to the School Exec through the chair. *Participation* • Each committee should be cross-school and cross-disciplinary, with a representation of permanent part-time staff where deemed appropriate. *Transparency* • The agendas, minutes, Terms of Reference and non-confidential items tabled at meetings should be made available to all APEP staff via a Google ShareDrive folder (only the relevant committee chair and school manager should have editing rights to this folder).		
SUPPORT SERVICES					
8.10	Facilities in Richview urgently require improvement.	3	See 3.20	B/C	School/College/University

8.11	While the School engages well with UCD International to support delivery of its international student recruitment plan, there is scope for further development of this relationship, in particular, to develop a tailored induction programme and to ensure good residential accommodation for oversees students on arrival.	1/2	The College of Engineering & Architecture Admissions Officer launched a bespoke orientation specifically for the incoming Engineering & Architecture students in September 2016. This entails a full day's induction inclusive of a full presentation from the two Deans, a perspective of an incumbent student and a presentation from the international student advisor on visa and accommodation issues. There is also a refreshments reception where the students get to meet with their programme coordinator for the first time and ask programme specific questions. In addition to this, the admissions team feed into a very comprehensive 'incoming student portal' which contains detailed orientation and programme details prior to arrival. This portal link is distributed to all offer holders.	A	School/College
8.12	The School should conduct a needs assessment of their IT requirements, in conjunction with UCD IT Services.	1/2	A needs assessment will be carried out to accurately identify the software, resource and support needs of the School, as it is now configured. This review will compare the current provision and map against what is required to deliver on the academic objectives (teaching and research) of each subject area within the School. This should be done in conjunction with UCD Computer Services so that any resources currently provided by them can be fully utilisied while others can be identifying and pursued. This needs analysis will first consider the Schools stated teaching and research objectives and then identify resources required to deliver in a phased but rapid fashion. A three-year programme of IT resource development will be delivered with costings and recommendations for full implementation. Initial review included in Prioritised Resource Requirements section.	B/C	School/College/Computer Services
8.13	The School should meet with the UCD Career Development Centre to	2	The new school is in regular contact with Nicola Fortune (The Careers Consultant responsible for the College of Engineering &	A/B	School/College

	identify the supports available for students and the School.		Architecture), both in person and via email. Nicola Fortune was appointed in the academic year 2015/16. During the previous semester representatives of the school have all met with Nicola Fortune to discuss the needs of their students. As a result of these meetings, it was noted that a series of open career development sessions on topics such as "LinkedIn for beginners and "Interview Skills" were being delivered for these students, include three sessions located in Richview/ Newstead. More bespoke "in class" sessions were also delivered and planned and "lecture shout outs" took place- where students were informed about the CDC services available to them (e.g. individual consultation, recruitment fairs etc.) in a 5minute window at the start of the session. This communication between the school and CDC is on-going throughout the semester, particularly at the planning and review stages of each semester.		
8.14	The School should seek advice and guidance from UCD Research and UCD Development and Alumni Relations, to support more effective engagement with industry and alumni networks.	2	This is already underway. Considerable headway has been made in relation to architecture alumni, through events in London and Dublin, and the imminent revival of the AGA. The 50th anniversary of Planning at UCD is being celebrated through a series of lectures and seminars, which are drawing large audiences. There is scope for further activity. A college-level resource has proved extremely useful in developing this action.	A/B	School/College
EXTERNAL RELATIONS					
9.8	Develop *with the full participation of key stakeholders,* a Communications and Marketing Strategy, that communicates the School's joint narrative and vision, and includes a	2	The School acknowledges the need for such a strategy and the value of gathering input from key stakeholders, but also recognise that it is a complex issue as the stakeholders vary across the disciplines. We will endeavour to use our considerable alumni for input into the process, and have plans in place to work closely with	A/B	School/College Marketing

	clear, step-by-step plan for the School's external activities. The School should seek support from both University Relations and the College when developing their plan.		the Marketing & Engagement Manager for the College, in the coming year to address this need and to identify our integrated identity more strongly.		
			The College Marketing Team has dedicated more time to APEP programmes this year. The College of Engineering & Architecture senior marketing manager has created a full communications and marketing strategy, which is updated on an annual basis. This is a 28 – 30-page document covering the following topics: Marketing Collateral, Online Marketing Collateral, Online Marketing Tools, Merchandise, Social Media, Recruitment (UG, GT, International), Conversion, On-boarding, PR, Alumni Engagement, development, Researcher Visibility, Researcher Engagement. In addition to this comprehensive document, the senior marketing manager also creates specific marketing tactics for programmes with less demand / greater capacity.		
9.9	Promote and invigorate a School-wide student organisation and empower it (as the alumni organisation of the next generation), to undertake significant activities, such as the organisation of on-campus career fairs or the production of a regular (digital) newsletter for alumni and stakeholders.	2	In the context of other marketing and Alumni activities this is not considered to be of great importance or value. Currently students are involved in UCD events and career fairs.	C	School
9.10	Develop further—*and refresh regularly*—the School website as a key tool to promote the School and	1/2	School and College level resource available for this activity which is used, but could be used more effectively.	B	School/College

	maintain visibility. Use the website, moreover, as a two-way communication tool.				
9.11	Continue to engage with professional bodies and consider organising receptions for UCD alumni of the School at *every* professional meeting.	1/2	We currently engage with professional bodies and engage with the Alumni Office in the organisation of such events,	A	School/College
9.12	Involve faculty and staff directly in exploring development activities.	1/2	The College of Engineering & Architecture have a College Marketing Committee which meets on a monthly basis to discuss recruitment events and development. This committee has representation from each school and has traditionally focussed on national recruitment. The College also has a separate Internationalisation committee, which also meets on a monthly basis to discuss overseas recruitment activities. This has representation from each school also. The school representative may need to report back to the school.	A/B	School/College

9.13	Engage more with international students and international institutions of higher learning. The joint degree programmes the School is pursuing represent a promising start.	1/2	Continue to engage and extend activity across all disciplines across the School as listed below: Since the Architecture & Planning Study Abroad Programme commenced in 2011, UCD has welcomed over 150 fee-paying students to the School of Architecture, Planning & Environmental Policy. 108 of these students studied through Brazils *'Science without Border's* Scholarship which ran for 3-years but was discontinued in May 2016 due to lack of funding. UCD covered 40 Study Abroad Fairs across the US between September and November 2016. Dan Sudhershan and Joanne Reilly covered a number of Fairs in addition to Institutional visits to meet with both students and faculty to promote our Semester, Summer and Graduate Programmes. Continued engagement with US Institutions at Study Abroad Fairs. Maximise study abroad trips by providing information sessions to potential students to promote our graduate programmes. Generation Study Abroad Scholarships are available to encourage study abroad students to spend an academic year at UCD rather than one semester. The scholarship is €1,000 in 2016/17 and will increase to €2,000 in 2017/18. Continued support of faculty who plan on travelling to overseas markets to promote our Programmes. Joanne Reilly is currently carrying out a large promotional campaign to market and promote the UCD+NCAD Architecture, Art	A	School/College

| | | & Design Summer School. The Summer School was brought forward from July to June 2017 to attract more students to be more in line with the end of the academic semester in the US.

A placed advert in the Institute for International Education (IIE) to promote the UCD+NCAD Architecture, Art & Design Summer School. Their outreach is world-wide and they have a global readership of around 9,000 (approx. 1,400 Institutions). The advert will run throughout the month of January 2017.

Continued engagement with the Regional Managers in UCD International to ensure they promote our Semester and Summer Programmes to an audience outside of the US including China, India, Japan, Korea and Europe.

Continued attendance at International Conferences to promote our Programmes. Joanne Reilly will be attending the Forum on Education Abroad in Seattle in March 2017 and UCD will be well represented at the NAFSA Conference in Los Angeles in May 2017.

The American Society of Landscape Architects will host an annual conference in Los Angeles in October 2017.   Joanne Reilly has notified the Head of Subject of their call for presentations (end of January deadline) which would raise their profile in the US. Institutional visits can be scheduled around the conference. Landscape Architecture to action this.

College faculty and colleagues involved in international recruitment attended a presentation and information session by the North America Global Centre on 6th December. The presentation covered their recruitment efforts to date in UG, PG | | |

			and study abroad recruitment. The session also presented an opportunity for colleagues to recommend actions to best promote our Programmes in the US educational market. New 'Visiting International Students' webpage on the APEP School site to promote Internationalization to both incoming and outgoing students - http://www.ucd.ie/apep/study/		
9.14	Recognising that alumni identify strongly with schools from which they have graduated and want to 'give back,' work to develop and maintain alumni relationships and involve alumni regularly in on-campus panel discussions of matters of professional practice, pro-seminars, and internship, job	1/2	Yes, the School recognises this and works closely with the Alumni Office to maintain this relationship.	A	School/College

	placement, and mentoring programmes, and fund-raising.				
9.15	As a general rule, involve the communities of practice served by the School at every level and every theatre of the School's operations.	1/2	Dealt with in specific points above.	A	School/College
9.16	The School should emphasise the significant role played by the School's Library as a resource for planning and design practitioners in Ireland.	1	The School continues to emphasise the important resource that the Richview Library has for current APEP students and for the design professions, through ArchInfo. It is of critical importance to the accreditation of the Schools programmes, and the marketing of those programmes abroad. It is viewed to be a cornerstone, alongside Design Studio and the Building Laboratory, of the Architecture programme, and adds significant value to the Landscape and Planning and Environmental Policy programmes.	A	School

3. Prioritised Resource Requirements

This section should only contain a list, prioritised by the Quality Improvement Committee, of recommendations outlined in the Review Group Report, which require additional resources. The planned action to address each recommendation with an estimate of the cost involved should also be included:

1. **Investment in space reconfiguration to ensure short term viability of Richview/Newstead.**
   Essential works are required in the short-term to upgrade a number of the buildings, which are overcrowded, do not comply with health + safety + fire requirements, and are contributing to a lack of confidence with professional accreditation bodies and may negatively impact our current pursuit of US accreditation with National Architectural Accrediting Board (NAAB), due its final visit in November 2017. Currently the inadequate conditions impact on programme pedagogy, staff teaching and student learning, and are damaging our ability to retain graduate students and provide facilities comparable with other Schools for international students. This could impact negatively into our international reputation and rankings.

   See list attached which outlines issues and measures to be considered. These proposed measures have been discussed with Building Estates, who will cost each of the measures, many of which are contingent on another. While some of the measures require low levels of funding, many of them are out of the scope of School funding, and significant funding will have to be forthcoming in order to achieve any considerable improvement.

MEASURE	ISSUE	GAIN	COST
Architecture Main Building Ground Floor: Lift installation (either side of front door) Reconfigure School admin/security/hall display	No universal access to 1-3Y Lack of central reception	Achieve Universal access 1-3Y Open up School Office /post/security/notices/exhibition Universal access	
1Y studio: Reconfigure Main Building basement to house IT and computer services, supply shop, retained work storage etc. (Relocate 1Y to 3Y, and 3Y to another appropriate space within Richview or Newstead)	Lack of facilities appropriate to innovative pedagogical approach No potential to Increase student numbers	Increase capacity for 1Y student intake and free up existing basement studio for shop/Computer Lab and IT/ printing facilities/retained storage - this will secure improved teaching spaces, address NAAB accreditation concerns, provide space for student number growth, and assist retention of our reputation	
2Y+3Y studios: Reconfigure current 2F Post graduate room and current 1F Computer room, to two seminar rooms with subdividers. Decoration required.	Lack of small group working spaces as above	Provide small group working spaces for 2Y and 3Y studios	
5Y studio: Roof performance upgrade	Lack of roof insulation - uncomfortable conditions for students in winter for long periods of time	Compliance with current norms and statutory requirements for comfort	
Staff Room: Upgrade for proposed use	In adequate staff facilities	Provide Staff room to accommodate all staff	
L1 and L2: Refurbishment of L1+L2 (currently inadequate studio and supply shop) to include improved heating, new flooring, ceiling and furniture	Lack of designated facilities for graduate programmes hindering their growth and reputation	Provide designated facilities for taught Masters programmes	
Memorial Hall:			

Heating system upgrade or secondary electrical heating system Upgrade lighting	Lack of thermal comfort inhibits use of memorial Hall for long periods of time Poor exhibition / review space	Increase usage of memorial Hall for variety of functions	

2. **Investment in Digital Fabrication and IT hardware/software/training to ensure relevance of student experience/best practice and requirements of accreditation.**

Digital Fabrication:

Currently APEP owns one Epilogue Laser Cutter Machine, and has the use of one Flatbed Printer. However, it is envisaged that that use will cease in the next month, and there is a minimum requirement for this to be replaced, and ideally to grow the equipment in line with teaching requirements as follows:

Laser Cutter (mid-range): €15,000

3D Printer: €5,000

CNC Milling machine: €6,000

Support will be provided by the extended contract of Building Laboratory existing staff member: €18,000.

Estimated annual maintenance: €8,000.

IT:

The following actions should be undertaken (costs are annually recurring):

a. The appointment of staff to three distinct 50% roles (by September 2018):

   a) audio-visual and general IT support (existing, role to be clarified) (no cost),

   b) subject-specific software teaching and support (e.g. CAD, BIM, Adobe CS Suite, Rhino3D, etc.) (extended contract of existing staff member - €15,000)

   c) Specialist application support for students and research active staff and graduates. (New post - €50,000).

b. Acquire of a range of licenses to introduce much need software (by September 2017). This will be most effective if students and staff can use their own laptops/desktops as the provision of UCD supported PC's is now reduced to 12 for the whole of Richview and this will be phased out completely as these PC's come to the end of their life-cycle (12-18 months). This is already done in some cases and feasible in most if not all.

Estimated **annual** budget: €10,000.

c. Review and identify those skills, resources and supports no longer provided by UCD Computer Services, as well as others, that are required to deliver the research objectives of the School. This review will be conducted together with Computer Services and within the context of the research strategy of the School (to be initiated before end of semester two and concluded before the new academic year).

Estimated **annual** budget (for each of three years) is €25,000 after which such costs should be derived from research income for which the support will be most focused and enabling.

3. **Investment in external facilitation to develop clear coherent identity and School to market offerings better.**

It is recognised that the development of a newly integrated School requires significant resources to build a new identity, supported by a robust structure, to be a successful integrated entity. It is proposed that external facilitation be invested in by the University to support the School in its development, build a new identity and market the Schools programmes within this new context. These resources may be available within the University at no cost.
To be successful this requires:
- A driver for the process
- A facilitator for a number of workshops in an external environment
- Marketing support and budget.

Estimated cost: €30,000.