

The HANDBOOK 2017 - 18 should be read in conjunction with the relevant Dublin Institute of Technology prospectuses or guides.

These include:

The Dublin Institute of Technology General Assessment Regulations

## **Disclaimer**

The information contained throughout this booklet is correct at the time of going to press, but no guarantee can be given that it will not be amended before the commencement of, or during, the courses and programmes to which it refers.

It is essential that this booklet is read in conjunction with the Dublin Institute of Technology Regulations.

The brochure is intended as an introduction and guide to prospective applicants, and not as a formal statement of the School or DIT regulations or entry requirements which govern the programme.

The Dublin School of Architecture and DIT do not guarantee that any particular course or module will be offered every year, and prospective applicants are advised to confirm with

the School the exact structure of their chosen programme in the coming year.

It should be noted that the programmes are revised annually and the School of Architecture reserves the right to alter or suspend any of the courses as necessary.

APRIL 2017

# Contents

Dublin School of Architecture	5
Programme Handbook	7
Professional Diploma in Architectural Practice	9
<b>1 Course description and administration</b>	<b>11</b>
1.1 Registration and Fees	12
1.2 Timetable	14
1.3 Course format	16
1.4 Lecturers and Topics	17
1.5 Tutorials, Seminars and Study groups	18
1.6 Examination format	19
1.7 Award system	23
1.8 Assessment criteria	24
1.9 Administration	25
1.10 Webcourses	26
<b>2 General information</b>	<b>27</b>
2.1 Student support	28
2.2 Quality Management	29
2.3 Regulations - General	30
2.4 Regulations - Examination	31
<b>3 Professional regulations</b>	<b>33</b>
<b>4 Programme information</b>	<b>45</b>

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## **Dublin Institute of Technology (DIT)**

### **Dublin School of Architecture**

The mission of the School of Architecture is the education and training of students, primarily for the practice of architecture. Through a liberal education, the school encourages its' students to become independent, critical and self-aware graduates with the skills to allow for their continuing professional development. Individual diversity in architectural approach is encouraged while fostering a sense of people, place and culture.

In line with the aim of DIT, the Dublin School of Architecture, through the Bachelor of Architecture (DT101), Master of Architecture (DT9101/9100) and Professional Diploma in Architectural Practice (DT119), endeavours to provide the best educational experience for each of our students.

The Professional Diploma in Architectural Practice is a part-time Level 9 programme, headed by Stephen Best, the Programme Chair. It is delivered by a team of full-time and part-time staff and is located at Bolton Street, in the College of Engineering and Built Environment.

Orna Hanly Head of School, 2017



## Programme Handbook

This document has been assembled to provide current and prospective students with most of the information on the Professional Diploma in Architectural Practice. It provides a summary of the relevant DIT programme document, part B, and extracts from the student handbook, both of which can be located in the Bolton Street library for further reading. We encourage you to retain this document for the duration of the course as it provides answers to many of the questions that may crop up from time to time.

The document attempts to achieve accuracy but there are occasions when changes or additional information may be required to be issued in the course of the programme. It is therefore vital that current students regularly consult the online resources, using Webcourses, or the Bolton Street library.

A copy of this handbook should also be handed to the student's employer. Students are further advised to make sure that their employer is aware of their study commitments and programme requirements including: lectures; day-long seminars; tutorials; study groups and in particular the office-based assignments.

Employers will be invited, after a student's registration for the examination, to contact the Programme Chair to discuss their student's progress.

## Key staff and contact details

All enquiries regarding Professional Studies courses, which fall within the Dublin School of Architecture, should be addressed to:

Professional Studies Programme Administration  
The Dublin School of Architecture  
Dublin Institute of Technology  
Bolton Street  
Dublin 1

<http://www.dit.ie/architecture/programmes/>  
Email: PDAP@dit.ie  
Phone: +353 (0)1 402 3690

*Orna Hanly*  
Head of School

*Jennifer Boyer*  
Assistant Head of School

### Teaching Staff



**Stephen Best**  
Programme Chair and Senior Lecturer  
ARCH6103/ARCH6201 Module Tutor

Third Floor Office, Linenhall  
Email: [stephen.best@dit.ie](mailto:stephen.best@dit.ie)  
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**Patrick Harrington**  
ARCH6101 Module Tutor

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ARCH6102 Module Tutor

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ARCH6103/ARCH6201 Module Tutor

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# Professional Diploma in Architectural Practice

## Context

The Professional Diploma in Architectural Practice leads to the examination held at the Dublin School of Architecture, which is recognised by the Royal Institute of Architects of Ireland (RIAI) as the final qualifying examination. The programme is accredited by the RIAI for the purposes of registration. Successful candidates will be able to obtain Statutory Registered Status with the RIAI to practice as an Architect in Ireland.

Under the terms of the Building Control Act 2007 and the underlying European Legislation, Article 46. 1 in EU Directive 2005/36/EC, the passing of the RIAI recognised qualification allows for the establishment as an architect (subject to statutory provisions) in a member state of the European Union.

The programme aims to equip each student with the Knowledge, Ability and Judgement needed by an architect to perform his or her professional duties and to understand how an office organisation is managed for this purpose. The examination is measured against the scope and requirements of the RIAI and current practice, it's requirements as well as it's anticipated future developments.

## Purpose

The purpose of the examination is to ensure that those who practice architecture have achieved a threshold of competence - in terms of knowledge and ability - and professionalism - in terms of awareness and understanding - that is consistent and relevant, and will safeguard clients, building users and society at large. The examination tests the students against the RIAI criteria, which are outlined in the 11 competencies.

## Programme aims

The Professional Diploma in Architectural Practice programme aims to develop:

Knowledge; understanding; reflective, critical, discursive, and practical skills appropriate for entry level to the profession of architecture as prescribed by the RIAI that includes:

- Providing an intellectually stimulating learning and teaching environment which enables students to conclude the development of the knowledge and skills necessary for the registration, through the RIAI, as an Irish Architect;
- Providing a learning experience which enables the student to achieve Level 9 learning outcomes appropriate to a postgraduate diploma special purpose award as recommended by the National Qualifications Authority of Ireland in the National Framework of Qualifications;
- Foster a commitment to undertaking continuing professional development;

For more information on the specific requirements of the RIAI, please refer to their web site.

<http://www.riai.ie>







The Dublin School of Architecture Professional Diploma in Architectural Practice is a modularised programme that can be taken as a preparatory course for the Professional Practice examination -DT119 - or each module individually as a stand alone CPD course - CPDEB01P - for Irish registered practitioners who may be returning to practice after a period, and other architects registered under EEC directive 85/384 or EU Directive 2002/0061/COD who wish to familiarise themselves with Irish practice. The programme is made up of 30 ECT's credits and is run over two semesters, beginning in January and ending in September.

The programme draws on a wide range of expertise, both from DIT staff and visiting specialist practitioners. We are committed to delivering high-quality education in professional matters.

The programme commences in September each year and is taught across the full academic calendar, and may be completed in 12, 18 or 24 months. This is a challenging and demanding programme, designed to give students flexibility while studying, and the opportunity to manage their time and to tailor study to fit with the demands of practice. The learning is facilitated through 40+ hours of weekly lectures and seminars, refer to the programme calendar for specifics. The programme is examined through continuous assessment, which is comprised of tailored exercises and test which are completed individually and in groups. Those engaging in CPD will have the choice of either completing the assessments or receiving a certificate of attendance only, please ensure that the application is to the correct course.

The first three modules are delivered through a series of five credit modules, linked to an extensive lecture programme with additional seminar support, which are:

### **ARCH 6101 - Professionalism and Planning**

### **ARCH 6102 - Building Control and Procurement**

### **ARCH 6103 - Management of Design and Management of Construction**

The second part of the programme, the Case Study and Janus, is to a large degree undertaken through self directed study. There will however be four individual tutorials, as well as a mock interview, arranged with the Programme Chair, which will provide feedback and support. Students will be required to submit a Case Study, Janus (career evaluation) report and sit an Oral examination in May or January.

This is delivered through one 15 credit module, which is:

### **ARCH 6201 - Case Study and Career Evaluation**

## Applicants with Irish Qualifications:

The Postgraduate Diploma in Architectural Practice will be open to all graduates of the DIT Architecture programme. The course will also welcome graduates from other schools of architecture provided that they have graduated with a recognised qualification.

Students must have the following:

1. MArch, BArch or Diploma in Architecture from a recognised school.
2. By the time of the intended examination date, a minimum of 1 year (12 months) supervised experience as required by the RIAI.
3. By the time of the intended oral examination, a minimum of 2 years (24 months) supervised experience as required by the RIAI.

## Applicants with EU and Non EU Qualifications:

Those who have confirmed recognition of their qualifications through the RIAI are also eligible to attend the course and take the examination. Written confirmation from the RIAI should be supplied to the Programme Chair.

See RIAI website for further information <http://riai.ie>

## Application Procedure:

Those wishing to apply for the Postgraduate Diploma in Architectural Practice should complete and return the online application form, together with an up-to-date cv and reflective resume no later than 1 June 2017. For application forms - See Dublin School of Architecture website.

## Interviews:

Following examination of the application forms by the programme committee, candidates may be invited to attend an interview to establish equivalence of qualification and experience to the other categories of applicant.

Interviewed applicants will be deemed to have passed or failed, against the prescribe criteria on the application form. Performance scores will not awarded.

Interviews will take place in June each year.

## Relevant Experience:

Applicants will be required to have gained a minimum of two years postgraduate (MArch or equivalent) supervised practical experience prior to submitting the Case Study or taking the Oral examination. This will have been in an architect's practice, and which will have been relevant to the practice of architecture. It must have been acquired under the supervision of an RIAI Member or equivalent, i.e. a Registered Architect or Registered Member of a UIA Member Section. Each application should be accompanied by evidence (i.e. certificate of Registration or Membership) that the supervisor is a Registered Architect or equivalent.

Applicants will be required to demonstrate that they gained experience in each of the 8 RIAI stages, including first hand experience of contract administration before they are eligible to sit the Oral exam.

The extent and quality of practical experience is the single most important factor contributing to achieving success on the programme.

Applicants must ensure that you get experience of the following general categories of activities:

- Feasibility discussions and formulation of briefs
- Site investigations
- Preparation of design and production drawings
- Specification and schedules
- Project programming and management
- Sitework and inspection
- Contract procedures
- Planning Applications, Building Regulations, Fire Certificates, Safety & Health and other statutory matters.
- Surveys and reports.
- Contact with clients, structural and mechanical engineers, quantity surveyors, local authority officials, contractors and company representatives at meetings and by telephone.

Practical Experience does not have to be in Ireland or the EU. It can be elsewhere in the world. Supervised experience does not have to be under an RIAI Member. It can be a registered architect in any jurisdiction.

Consideration for foreign projects as a basis for a Case Study is granted on an individual basis depending on the nature of the project and the particular circumstances of the candidate. For example, a Case Study based on a foreign project may be considered acceptable if the candidate already has Irish experience to build on.

### Language Requirement:

Examiners expect students to have a high standard of written and spoken English in order to successfully pass the examination. Students who do not have these skills will find the programme challenging. All students at DIT whose first language is not English must be able to provide evidence that their competence in the language is commensurate with the programme to which they have applied, see DIT international office for current Level 9 language requirements.

<http://www.dit.ie/study/internationaloffice>

Students who are having difficulty with written or spoken English should discuss this with the Programme Chair who will be able to advise additional English lessons before taking the examination. These are available through the DIT Language centre.

### CPD - CPDEB01P

Practicing architects and those returning to the profession after a period of absence may apply to take the lecture series as part of their continuing professional development. These students should apply for the lectures only programme. No examinations will be required but a certificate of attendance is issued on completion of the lecture series.

### Spaces:

Spaces on the programme will be strictly limited to a maximum of ??? students, therefore early application is recommended.

### 2017 Fees:

**ARCH6101/ARCH6102/ARCH6103**  
Lecture programme, tutorials, seminars and examination.  
€1140 (€380 per module)

**ARCH6201**  
Revision, tutorials and examination  
€1140

Fees above are based on 2016/17 and may be subject to change

Fees must be paid in advance.

All fees are nonrefundable.

Please note that students who fail to pay their fees on time will be de-registered and will not be entered for the examination or receive course notes.

Any students who are being sponsored by their employers are responsible for ensuring that the invoices find the relevant person.

### CPD fees:

Students who do not wish to take the examination, will receive a certificate of attendance and pay fees of €600, €200 per module.

### Re-sit Fees:

Students who fail the examination or parts of the examination and need to resubmit documents, be re-interviewed or resit examinations will be liable for an additional fee.

### Invoicing:

Invoicing will be done through DIT admissions.

### Prizes



Since 2012, in memory of the former Head of School, Jack O'Keeffe, the O'Keeffe silver medal for Academic Excellence in Professional Practice is awarded each year to the best graduate of the programme. Not only is this an important element of the programme which recognises and celebrates the work of exceptional students, it also serves as a guide for future exemplars within the profession. Transforming a 3 year part-time VEC architecture course to a 5 year full time, well respected, internationally recognised architecture programme, Jack O'Keeffe was also passionate about developing international standards in architectural education and was an early initiator in this regard at the Council of Europe. He recognised the vast amount of expertise gained through the life-long learning of architecture and how 'as a generator could contribute enormously to society'. As such we invite the medal winners to return to the school and to re-join our examination team.

## **Provisional Timetable 2017:**

Lectures will normally take place on Monday evenings from 5.00 pm to 8.00 pm. A full timetable will be issued at the start of the programme. There will also be six themed days which will comprise of lectures, seminars and group tutorials. These will be arranged over a full day on Monday's from 10.00 am to 5.00 pm.

### **Lectures**

September 2017 to May 2018

### **Case Study**

September 2017 to May 2018/January 2019

Introductory lecture Monday 4th September 2017



**Provisional Timetable:**

DT119 2017/18 New Programme Module Guide																																								
	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su											
September						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
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October	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31									
			1	1	1	1				1	1	1	1	1										1	1	1	1													
November				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							
				a	a	a				a	a	a	a	a																										
December										1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
										2																														
January	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31									
February																																								
March																																								
April	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31									
May																																								
June																																								

## Teaching format:

- At least 40 lectures from September to May
- Six full day seminars
- Up to 4 individual tutorials per student
- Mock interview
- Group tutorials
- Examination session
- Revision Seminars
- Revision study groups

## Programme Objectives

The programme is designed to offer the student a learning experience which will equip them with the ability to demonstrate the appropriate standard of Knowledge, Skill and Competence for Practice as an Architect, and allows successful graduates to join the RIAI Register of Architects.

## Lectures:

The lectures will take place in double sessions on Monday evenings. Lectures are delivered by DIT staff as well as other visiting specialist lecturers. The lecture series is also supported by six themed seminar days.

The lecture programme is designed to cover current professional, legal and contractual issues. Students are advised to consult the RIAI Route C criteria and ensure that, in addition to the lectures provided, they have covered the syllabus through independent study, background reading and research.

Most lectures are supported by notes, issued to the students through DIT Webcourses in advance of the lecture and by hard copy at the end of the semester (provide that all invoices have been settled).

## Module structure

Each of the three lecture based five credit modules are comprised of two components:

### ARCH 6101 -

- **Professionalism**
- **Planning**

### ARCH 6102 -

- **Building Control**
- **Procurement**

### ARCH 6103 -

- **Management of Design**
- **Management of Construction**

## Management Structure:

**Orna Hanly -**  
**Head of School,**

**Jennifer Boyer,**  
Assistant Head of School,

**Stephen Best,**  
Senior Lecturer and Programme Chair is responsible for the day-to-day running and overall management of the course and development of the curriculum and its delivery.

## Module coordinators,

**ARCH6101**  
Patrick Harrington

**ARCH6102**  
Collette Burns

**ARCH6103**  
Stephen Best

**ARCH6201 - Case Study/Janus**  
Stephen Best

## Staffing Arrangements

### *Internal staff*

Full-time lecturers and examiners responsible for day-to-day running of the programme as well as writing and examining all assessments.

### *Visiting lecturers*

These lecturers are all leading practitioners in their field.

### *Professional examiners*

This is a panel of leading architects familiar with current best practice in Ireland, with experience in large and small private practice as well as local and national government.

### *External examiner*

This is a leading industry professional familiar with another contemporary professional practice programme elsewhere in the same or similar jurisdiction.

Further detail descriptions are given of the role of each set of examiners in section 2.2,

## Academic Venues

Lectures are usually held in room 359 Michael O'Donnell Theatre in the main Bolton Street building

Seminars will be advised in advance.

Case Study tutorials will be advised at the time of booking, and will generally be located in the Linenhall building.



## Formal lecture topics include:

- Purpose of the professional practice examination, background and history of the profession, registration, RIAI, EU directives and future trends.
- Professional ethics, RIAI code of conduct, and disciplinary procedures. Professional relationships, maintenance of competence and CPD.
- Composition and structure of the profession and the construction industry. Procurement routes and funding strategies.
- Economics and political influences. Government initiatives, Sustainability issues, government reports. Historical context of building legislation, principles of the legal system, building law, legislation and bylaws.
- Construction Industry Legislation including Planning Policy and Acts, and procedures in relation to development control. Conservation and Historic Building legislation, Building Regulations, Health and Safety Regulations, Access and Disability Awareness and Equality Act, etc. Duties and roles of the Building Inspectorate, including, building control, fire prevention.
- Briefing, risk assessment, value engineering, and cost management.
- Terms of appointment, including RIAI Architects Appointment and Standard Form of Appointment. RIAI Plan of Work.
- Common Law, easement, profits, licenses, covenants, and rights of building and adjoining owners. Rights of Way, Rights of Light, boundaries, law of property.
- The Law of Contract, validity of contract, systems of contract, types of contract documentation. Forms of building contract and their use, tendering procedures (codes of procedure).
- The RIAI Standard Forms of Contract, with and without quantities. GCCC Contracts, Management Contracts, Design and Build Contracts, Partnering Contracts, NEC Engineering Contracts.
- Duties, liabilities and relationships of employer, architect, consultants, contractor, clerk of works. Public and private practice organisation. OJEU process.
- Dispute resolution. Arbitration, adjudication, conciliation, mediation.
- Professional liabilities, indemnity insurance, decennial insurance, collateral warranties. Quality assurance. Design management, project management, project programming.
- Management principles. Starting up in practice, types of business, premises, business plans, raising money, cash flow, office systems and management systems, getting paid, clients (public and private). Fee bidding, market analysis, costing, pricing, selling and promotion. Resource management. Business planning.
- Money matters, bookkeeping and accounts, VAT, tax. Employing people, professional responsibilities, changes in employment practices and future trends. Equalities Act. Risk management in practice.

## Case Study/Janus Tutorials:

Students who are sitting the final examinations in the second semester - Module 2 - will have up to 4 individual tutorials with staff. In addition there will be two tutorials which are focused on the Janus report.

These will typically be with a predetermined support tutor from within the DIT teaching team, who has relevant and aligned experience in practice.

Students should arrive at the tutorial well prepared so that good use is made of the time. To facilitate this we ask that an electronic (through Webcourses) draft copy is submitted one week in advance of the appointment.

### Tutorial 1 - Proposal

All students, except CPD, are required to attend the first tutorial during September. Students should come prepared to discuss their work experience to date, their proposed case study topics, and bring a draft programme of their preparation and submission of the documentation required for the examination.

### Tutorial 2 - Case Study draft 1

Students should book a tutorial in the week of the proposal tutorial. A draft of 2500 words or 25% should be presented for discussion.

### Tutorial 3 - Janus draft 1

A draft of 1000 words or 25% should be presented for discussion.

### Tutorial 4 - Case Study draft 2

A draft of 5000 words or 50% should be presented for discussion.

### Tutorial 5 - Case Study draft 3

A draft of 7500 words or 75% should be presented for discussion.

### Tutorial 6 - Janus draft 2

A draft of 3000 words or 75% should be presented for discussion.

### Tutorial 7 - Case Study draft 4

A draft of 9000 words or 90% should be presented for discussion.

### Tutorial 8 - Mock Interview

One week after the submission of the final material a Mock Interview will be arranged with two tutorial supervisors, one of which will be your own. This will mimic the format of the final Viva but will be shorter in duration and focused on process and technique rather than covering all of the content.

## Study Groups:

Before proceeding to Semester 2, students should join a study group. Contact can be made through Webcourses where a discussion forum can be set up.

Study groups are an essential element in supporting learning. We suggest that students meet up at least once a week to discuss topics as you revise them. Sample questions will also be issued for revision. They are also an excellent way of preparing for the final oral examination.

## Sample Paper

Each study group will be encouraged to work through a sample examination paper, which will be distributed with model answers. It should be attempted 1-2 weeks before the actual paper and the answers discussed as a group.

## Personal tutor

The Programme Chair will assign personal tutors to all students at the start of the Case Study module. Students should expect to meet their personal tutor to discuss academic progress through the tutorial programme. The Programme Chair will also be available to discuss personal or other problems should they arise.



## Examination Components

For an overall clear pass, the student must pass each component of the submission at a threshold of 50%. The assessed material includes:

### **ARCH6101 - Professionalism and Planning**

Fee proposal, Individual essay, Multi-choice exam, Office-based reflection, Short answer online exam.

### **ARCH6102 - Building Control and Procurement**

Individual essay, Multi-choice exam, Office-based reflection, Short answer online exam.

### **ARCH6103 - Management of Design and Management of construction**

Group assignment, Individual assignment, Contract game.

### **ARCH6201 -**

#### **Case Study:**

The case study (8000-10000 words) is intended to be an factual, objective, analytical account of the progress of a construction project, which the student has been involved. The account should be supported with reflection, rigorous analysis and discussion.

#### **Career evaluation (Janus)**

The Janus report (4000-5000 words) is a reflective personal account of your architectural education, professional development, office management and work experience.

#### **Oral examination**

Oral examination lasting 45 minutes, with 2 professional examiners, each pair of examiners will seek to have a gender balance..

# Case Study

The Case Study contributes to your professional portfolio and is a key element by which you can demonstrate your knowledge, understanding, skill, and competence. The Case Study is a 10,000 word analytical, in-depth report intended to demonstrate a candidate's professional judgement and will be a critique of the architect's powers, responsibilities and duties in the delivery of architectural services using a live project, normally within Ireland. The report will provide rigorous evidence-based analyses. It draws on direct experience as well as structured research, to create a holistic appraisal of the architect's role in delivering a project. This is achieved through addressing and commenting on the challenges, strengths and weaknesses, and learning outcomes in specific processes, situations or issues arising; these will be identified by the candidate in agreement with the tutor.

The account should be supported by personal reflection and discussion, while drawing critical conclusions on the delivery of the aspirations of the parties involved, lessons learnt, and successes and failures of processes and relationships.

The study will normally include the examination of some or all of the industry standard work stages / procedures including appointment, briefing, and procurement strategy, tendering delivery/administration and completion processes of a project. The content of the report will vary depending on the nature, scale and delivery of the project chosen. However, very exceptionally, if the candidate has no direct contract administration experience the Case Study may be used to investigate and demonstrate an understanding of specific aspects of delivery of a project through shadowing, research and speculation.

The selection of the project topic, which the candidate has been engaged with, should be made with the knowledge and agreement of the candidate's employer. The proposed topic will then be agreed with the Programme Chair at the preliminary meeting.

You should be aware that any discussions with your CSA in the tutorials, during the preparation stages of the Case Study, and with the Professional Examiners and External Examiner at the oral examination are confidential. Only the tutor/CSA and the examiners get to see the Case Study. As you may have already become aware there are boxes of examples, which are available for your perusal. It is only with the express permission of candidates (who should check with their offices) that exemplars be made available to future candidates for reference.

## Typical Case Study structure

The traditional format for a Case Study is to review the delivery of a project through all work stages ('life cycle') but is not a diary or 'log'. We would refer you in particular to the requirement for two in depth studies, incidents, to be incorporated into the Case Study - one in the early stages up to mobilization and one post mobilization.

However, because this ideal model is not always reflected in the way in which projects are procured and delivered, you may, with your tutor's agreement, wish to focus on specific work stages or procurement routes, but remember you must set these into context and be aware of the broader issues surrounding the delivery of the project.

A project using a traditional procurement route and standard form of contract is a good vehicle for a Case Study because you will be able to demonstrate the understanding of contract administration and the architect's roles and responsibilities. However, it is recognised that variations on Design and Build, Management Contracting etc. are commonly used in the construction industry therefore a Case Study based on these types of procurement routes is acceptable. However the document will still need to demonstrate adequate experience and a depth of knowledge and there may be a value in comparing the procurement route of your project with other systems.

## 'More than One' Project

Where you are not able to follow one project through all work stages - a complete 'life cycle' - it is acceptable to consider two projects to demonstrate an understanding of issues at different work stages. This approach can be more difficult and you should be careful not to leave any significant gaps in your coverage of the criteria. You should also be aware that you might be involved in a duplication of effort and this should not be reflected in the content of the Case Study.

## Incomplete Life Cycle

Should you wish to write a Case Study based around a project that has an incomplete 'life cycle' i.e. it only covers some of the work stages, you could hypothetically speculate on the outcome of outstanding stages, e.g. practical completion, requests for extensions of time etc. or alternatively you may be able to demonstrate in your Janus that you have gained the relevant experience and understanding elsewhere of all the areas as set out in the Criteria.

# Case Study

## Candidates Using the Same Project in One Office

Sometimes candidates are working on the same project in the office. In this instance, with the agreement of the tutor/CSA, candidates can jointly produce the background/context parts of the Case Study. It should be made clear in the submission that this is a 'group effort'. Candidates should complete their Case Study by selecting different issues/incident.

## Shadowing

Shadowing is very exceptionally an acceptable approach to the production of a Case Study. It is essentially a means of obtaining the understanding required to produce this document through observation and research, without necessarily gaining this through direct experience. Candidates should however remember that this is a compromise and not welcomed by the examiners. Our advice is that you should only consider this as a last resort. Experience tells us that a Case Study based on shadowing is more difficult and requires more effort to achieve the same end result. At a practical / office level the contention is that; as an employee and fee earner, you cannot be working effectively on a project you have been employed to contribute to, and shadowing another project at the same time. Your office supervisor/ project architect will need to ensure that you have access to project meetings, site visits and contract administration correspondence to ensure that you fully understand the issues as and when they arise. With the advice of your tutor you may consider combining shadowing and / or desktop research with the 'more than one project' approach described above.

## 'Particular' Experience

Where a candidate has particular experience of a specialist nature, which may be considered a suitable topic for a Case Study this should be agreed with the tutor/CSA. However the candidate must ensure that the Janus report demonstrates a suitable level of engagement at all of the work stages.

### Complex Projects

Candidates working on very large complex projects, sometimes spanning a number of years can still use these to create excellent Case Study's. To be successful it will be necessary to focus in detail on a specific area with which you have been personally involved. However you will be required to set your topics into context and this will probably be through research rather than first-hand experience. Again you will need to demonstrate the breadth of your overall experience elsewhere.

## Non-Ireland Projects

Many candidates are working for international practices or for IRELAND practices that have a significant overseas workload. Work experience gained in these offices can produce a good Case Study but you should not forget that the most successful way to do this is to compare and contrast with normal Irish procurement and delivery /practice. The success of these Case Study's in the comparative analysis, which can also provide the candidate with the opportunity of demonstrating an understanding of 'best practice'. It is important that you remember the examination and registration is predicated on competence to practice in an Irish environment and that the Case Study must address Irish issues. You will need to demonstrate competence through your Janus report.

# Janus - Viva

## Career evaluation - Janus

The Janus report should begin with a current curriculum vitae, which is professionally prepared, and should end with a comprehensive CPD plan covering the 24 months post registration. It should be illustrated with relevant images which should contextualise the text. They may, for example, relate to travel experiences.

The report (4000-5000 words) is intended to be a reflective account of your expanded career history to date. It should be an analytical self appraisal of the individual learning outcomes that show how the students perceptions have changed and developed through formal education and work experience.

The evaluation must begin with the reasons why a student decided to embark on a career in architecture and then move through formal education and work experience to date. References to any other work, education or travel experiences, which have influenced the students career development should be included. The report is a particularly useful tool in which to set experience in context.

The Janus report offers the student the opportunity to explore and appraise their own strengths and weaknesses as well provide comment on specific professional studies issues that provide detailed evidence of project based experience.

In concluding the students are required to provide a reflective summary of the lessons learned and how their career will develop over the next 5 years.

## Oral examination - Viva

The Oral examination is the final examination in the course and its purpose is to satisfy the examiners that the student is sufficiently competent, knowledgeable and experienced to be registered as an architect.

Each student will be examined orally for approximately 45 minutes by two examiners who are familiar with all of the student's submissions.

The RIAI states that:

'the oral examination in particular seeks to assess are integrity, judgement and the ability to apply intelligently the body of knowledge which is tested in the written papers'

Examiners will be looking for evidence through the students various submissions of compliance with all the RIAI criteria as noted in section 3.

## Examination process

### Professional examiners

The examiners are appointed by the DIT School of Architecture and are responsible for examining the students. The School has a pool of examiners in professional practice from which a panel is drawn for each examination session.

Each panel will seek to have a gender balance and has been selected for their professional knowledge, skills and experience of different aspects of architectural practice.

### Classroom assessments

The scripts are first marked (anonymously) by an internal member of the professional studies staff, and then a sample is second marked by another internal examiner.

Where there is a variation of more than +5 or -5 marks between the first and second marker, the paper is reviewed and if necessary remarked by a third examiner.

The marking guidelines and model answers are circulated to all those involved in the marking process, including the professional examiners who may ask specific questions in the oral exam relating to the written examination.

Each assessment is marked out of 100. The pass mark in all components is 50%.

Students who fail a particular component will be required to resit it.

### Case study and Career evaluation

Each professional examiner receives, for marking, a copy of the case study and the career evaluation for each student whom they will examine, together with marking guidelines. This means that all case studies and career evaluations are marked twice.

### Grading

Distinction	70% and over
Commendation	60-69%
Pass	50-59%
Deferral	See below
Fail	49% and below

The above grading bands represent the aggregate average mark. However to achieve a pass all elements must have been graded at 50% or more.

### Resit

When a student fails an element of the examination it is possible that the examiners recommend that the student resubmit a revised copy of that element within a specified period after the exam board.

## RIAI syllabus

The following 4 terms are used in the RIAI Standard competencies to indicate the level of achievement required in student progression through the course of study. The following guidance is given on their definition:

**Awareness:** the Applicant should be aware that specific regulations, issues, concepts, procedures, etc. exist and where they are relevant or might apply. A thorough knowledge is not required. This is about knowing that something exists and may have an impact.

**Knowledge:** the Applicant, in addition to being aware that a concept, regulation, issue, procedure, etc. exists must also have some degree of knowledge of how it applies, and be able to apply it independently at a basic level. Knowledge means knowing enough about something to be able to work with it without necessarily having to bring in someone with more expertise.

**Understanding:** means the Applicant has a comprehensive knowledge of a concept, regulation, issue, procedure, etc., including how it applies, and is able to apply it at a complex level. The Applicant should be capable of guiding and advising others in this area and of applying this knowledge in new and unforeseen circumstances

**Ability:** means that the Applicant can bring all of his/her knowledge and skills to bear in the successful delivery of that particular element of a professional architectural service.



The purpose of assessment is to contribute to student learning and to demonstrate that they have fulfilled the objectives of the programme of study and achieved the standard required for the award they seek. The Institute requires all programmes of study to be subject to regulations which relate the assessment requirements of the programme to its learning outcomes and it is within these assessment regulations that examiners make their judgements on student performance. In particular, the assessment process enables students to demonstrate that they have:

Satisfied the conditions for progression from one stage of a programme to the following stage, and

Attained a standard appropriate to the level of award sought.

The work of each student is examined by at least 2 professional examiners and each student attends an oral examination with two examiners, plus on occasion it will be observed by the external examiner.

All Case Study's and Janus reports will be seen by both examiners and graded by Distinction, Commendation, Pass, Deferral or Fail.

Each student will receive a mark record sheet with numeric grades for all components as well as the Case Study, Janus and Oral exam. The sheet will include comments relating to each exam and recommendations for failed or deferred students. The final marks are reviewed before an exam board meeting held after the oral examination. In case of unsatisfactory submissions the professional examiners will make their recommendations for re submission of material.

### Appeal procedure

The General Assessment Regulations (second edition) operating in the current academic year are those amended by Academic Council in March 2015. Reference is made in the Student Handbook to the DIT website where students can access the Regulations

[www.dit.ie](http://www.dit.ie)

The Institute's General Assessment Regulations outline the procedures whereby a student may:

- Bring any Personal Circumstances to the attention of the Exam Board
- Seek a recheck of examination results
- Seek a remark of examination results
- Appeal the decision of an Examination Board

Students should be aware that these are four separate procedures. In order to exercise their rights, a student must complete the relevant form for submission to the Examinations Office.

### Student feedback

Giving students regular and meaningful opportunities to comment on the standard of their education provision is a fundamental part of the programme management. DIT currently uses the Q6 student feedback forms. More information can be found at

[www.dit.ie/](http://www.dit.ie/)

### Results

The results will be issued online by the examinations office. Individual students will be notified by email. Results cannot be given out by telephone.

Successful candidates should refer to the RIAI website for instructions on the registration process.

Unsuccessful students will be notified by the examinations office and will be encouraged to attend a tutorial to discuss their results

### Plagiarism

All written work must be appropriately referenced. Students who plagiarise will get zero marks and may face disciplinary measures. For further information on this topic please see the following websites:

<http://www.dit.ie/campuslife>

<http://writingcenter.unc.edu/>



### Data protection

In accordance with the functions outlined in the Dublin Institute of Technology Acts, 1992 and 1994 (DIT Acts) and the Institutes of Technology Act, 2006 (IOT Act), the Dublin Institute of Technology (DIT) is required to collect, use and keep personal data (information) for a variety of purposes about its staff, students and other individuals who come in contact with the Institute. The purposes of processing data about staff, students and other individuals with whom DIT has dealings include the organisation and administration of courses, research activities, the recruitment and payment of staff, compliance with statutory obligations and compliance with legal obligations to funding bodies and government,

### Contact details and communication

All students are issued with a DIT email address. This is the only email account to which information will be sent. Students are therefore requested to check this account on a regular basis. Students are also asked to respond to requests for information in a timely manner: reminders may not necessarily be sent.

Students MUST inform the registrations office and the Programme Chair of any changes to their contact details: this includes permanent/term-time addresses and phone numbers (including mobile numbers).

### Copyright

DIT's IP policy promotes the creation, protection and commercialisation of IP by:

- Recognising that the Creator has the moral and legal rights to the IP they create, except where there are contracts with sponsors that require IP assignment, where DIT Resources were used in the creation of the IP, or where administrative materials were developed for DIT
- Encouraging the protection of IP before publishing so that the IP retains commercial value
- Enabling Creators to choose to commercialise IP themselves or use the Technology Transfer Centre or other means
- Sharing up to 75% of net revenues received from commercialisation with the Creators, and
- Assigning IP to Colleagues and Students in return for a negotiable equity stake for DIT of typically 15% in their startup companies.

This IP policy is consistent with the Funding Agency Requirements and Guidelines for Managing Research Generated Intellectual Property (February 2006), the National Code of Practice for Managing and Commercialising Intellectual Property Arising from Public Private Collaborative Research (November 2005), and the National Code of Practice for Managing Intellectual Property Arising from Publicly Funded Research (April 2004).

### Disclaimer

This handbook is not a full or formal statement of Dublin Institute of Technology. It should be read in conjunction with other formal DIT documents which are available in the Bolton Street library or on the DIT web site. Every effort is made to ensure that the document is up to date and accurate before printing, but DIT reserve the right to change the stated contents, arrangements, examinations, assessment and staffing of a course, programme or facility, or to withdraw them, before or during the session.

Webcourses is the DIT chosen virtual learning environment (VLE). It will be used to deliver the online administration and communication for the programme. It will enable all registered students to access information electronically with ease from home or at work. It will be the primary source of communication with the Programme Chair and tutors.

Webcourses will also be used to distribute lecture notes and handouts, facilitate group forums for discussion as well as to announce timetable changes and amendments. Students are therefore asked to check the site at least once a week.

Following registration students will be given a password. Please keep this safe.

Webcourses is one of the world's leading VLE's and is used to complement normal face to face teaching. Listed below are a short summary of its major functions.

## Organisational tools:

- Calendar: displays the timing of module related events
- Search: this tool allows you to perform full text searches of documents, notes, discussions and other webcourses.dit.ie content
- Syllabus: provides general information about the module and the sequence of topics within it.

## Communication tools:

- Announcements: general announcements to all enrolled students
- Chat: Live group chat room and chat room for online interaction amongst enrolled users
- Discussions: threaded discussion, blog and journal
- Mail: email facility confined to webcourses.dit.ie
- Who's Online: live individual chat with other logged on users



## Student Learning Activities:

- Assessments: quizzes, self-test and surveys
- Assignments: online submission of assignments; may be completed individually or as group assignment
- Goals: clearly defined learning objectives which students can aim to achieve

## Content Tools:

- Learning Modules: presentation of a wide variety of learning content (word documents; PowerPoint slides etc.) for students

## Student Tools

- My Files: a place for students to store their course-related files (Maximum 10MB at present)
- My Grades: a tool that allows students to view records from the grade book (but only those revealed by the Instructor)

## Health and safety

The general provisions of the Safety, Health and Welfare at Work Act 2005 impose a duty on all employers to ensure, as far as is reasonably practicable, the safety of their employees at work by maintaining safe plant, safe systems of work, and safe premises, and also by ensuring adequate instruction, training and supervision. The Institute is also bound by the Act to ensure the safety of all other persons, who (though not employees) may be affected by the Institute's work activities.

Dublin Institute of Technology is required under the provisions of the 2005 Act to bring to the attention of all employees and students a statement of its policy, organisation and arrangements with respect to health and safety at work.

Dublin Institute of Technology is committed to providing and maintaining a safe learning and working environment. This will be achieved by implementing an effective safety management system through consultation and through managing and conducting work activities in such a way as to ensure the safety, health and welfare of all.

## Students with Disabilities

Dublin Institute of Technology is an equal opportunities institution and welcomes applications from students with disabilities. The Institute makes every effort, where possible, to facilitate access and participation.

The Dublin Institute of Technology is committed to ensuring that students with disabilities are able to access and participate fully in college life. In order to support this commitment, we will

try to provide the necessary support / facilities that students may require as a result of their disability and heighten disability awareness among staff and students

## Emergency procedures

Any incidents/accidents involving students should be reported to the porter on duty. If you hear the fire alarm you **MUST** leave the building immediately and go to the nearest assembly point. Do not hesitate; do not assume it is a false alarm; do not waste time gathering your belongings. Once outside, do not re-enter the building **FOR ANY REASON** until the all clear has been given.

For further information see <http://www.dit.ie/services/healthsafety/>

## DIT student services

The Student Services Office administers a variety of services and oversees the distribution of the students' services fund. This fund helps to support the Students Union, the development fund, student welfare and clubs and societies. Students can avail of DIT counselling, Health and Careers services. The Chaplaincy provides an Inter-Faith ecumenical service. The website offers a wealth of information (for example, the DIT policy on plagiarism) and includes links to important downloadable forms (such as the Personal Circumstances form).

All this can be accessed from the 'Information for Current Students' link at [www.dit.ie](http://www.dit.ie)

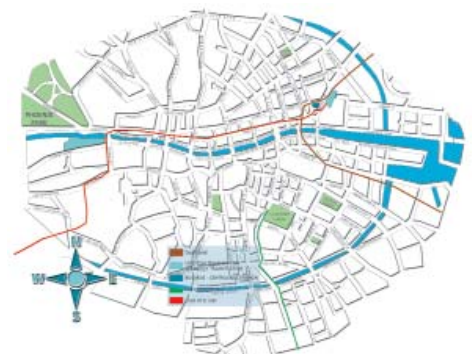
## Academic Calendar

Semester 1 begins:	11 Sep 2017
Semester 1 ends:	17 Dec 2017
Semester 2 begins:	22 Jan 2018
Semester 2 ends:	18 May 2018

## Working hours

Term time

Monday - Thursday 8.00am - 10.00pm  
Friday and Saturday 8.00am - 6.00pm



## Computer services

All DIT's registered students have access to DIT's extensive computer technology services. These include e-mail, internet, e-learning facilities and support services. DIT has the highest level of connectivity of any third level institution in Ireland and students enjoy access to computer labs on all of the campuses and in the libraries. Further information on DIT's

Further information on DIT's ICT Services is available at: [www.dit.ie/services/ict](http://www.dit.ie/services/ict)

## Harassment bullying

If a non-staff member e.g. a student feels that s/he has been subjected to inappropriate behaviour by a staff member, s/he should bring the matter to the attention of the Supervisor/Head of School of that staff member.

Further information on DIT's Harassment and bullying is available on: <http://www.dit.ie/services/hr/forms/policies-procedures/all/preventingdealingwithbullyingharassment/>

## DIT student counselling

The DIT student counselling service is available to all DIT students. It is a free and confidential service, providing a safe place where the student can come and talk about any issue or difficulty which may be troubling them. There is a team of counselling psychologists operating in four of the main sites, who are available by appointment or by phone. The service offers a variety of other services including learning skills services, assessment services and special skills training courses.

The College of Engineering and the Built Environment Counsellor is Nita Wheelan, who is based in the Health Centre building located in the Linenhall courtyard.

Further information on DIT's Counselling Service is available at: [www.dit.ie/counselling](http://www.dit.ie/counselling)

## Language centre - International student office

The International Student Office provides information, advice and assistance to all non-EU international students from the time of their initial enquiry and throughout their studies at DIT. The staff is available to meet with students from Monday to Friday between 10.00 a.m. and 12.00 p.m. and between 2.00 p.m. and 4.00 p.m.

Further information about DIT's International Student Office is available at: [www.dit.ie/international](http://www.dit.ie/international)

## Bolton Street Library

A significant built environment collection (architecture, building, planning, property studies, urbanism, civil and building services engineering, geomatics, construction management and law) is housed in Bolton Street while collections in the areas of art and design and business studies and management are at Mountjoy Square and Aungier Street respectively. DIT Bolton Street Library has 420 reader places, contains approximately 35,000 items and receives 500 current journals. It opens sixty seven hours per week. Our holdings also contain a range of material pertaining to engineering, computing and environmental studies.

Bolton Street library is one of 6 libraries in the Dublin Institute of Technology. It is located in the DIT Bolton Street building, Dublin 1 which has entrances on both Bolton Street and King's Inn Street. We cater for courses in the Built Environment and Engineering. Courses include Bachelor of Architecture, BSc in Spatial Planning, and Bachelors of Engineering. Our collection covers subjects like Architecture, Construction, Mathematics, and Property Management.

Further information about DIT's Bolton Street Library is available at: <http://www.dit.ie/library/>

### General

Academic standards and programme quality are monitored and developed through application of the DIT Quality Assurance procedures, which involve internal and external peer oversight and judgment.

Students are issued with a School of Architecture Student Handbook at the start of each academic year. Students are advised that the handbook should be read in conjunction with the Programme Document, which is available in hardcopy in the library, and which confirms the structure and content of the Professional Diploma in Architectural Practice programme.

### Programme Team

The programme team comprises all lecturing staff teaching on the programme, including full time, part time and service lecturers. It operates under the direction of the Programme Chair. The programme team meets at the beginning and end of each semester and has primary responsibility for developing, operating and maintaining the quality of the programme in conjunction with the programme committee.

### Programme Committee

The programme committee is a representative subcommittee of the programme team. It comprises the 4 module leaders, together with 2 class representatives. It operates under the direction of the Programme Chair. The programme committee meets during the review week of each semester and aims through dialogue between staff and students to highlight and resolve concerns which arise for both students and staff during each semester.

### Programme chair

The Programme Chair provides a primary point of contact for all students in the year, and is responsible for confirming assessment schedules and submission dates and for coordination of results.

### Module leader

Each module is managed by a module leader who coordinates the input of the various full-time and part-time lecturers teaching on that module.

### Self Assessment

At the end of each academic session, and using the Q6 forms, the programme team carries out a critical self-study. This study assesses strengths and weaknesses of the programme in that academic year and considers the actions necessary to improve standards and programme quality. A Q5 form is prepared by the programme chair highlighting achievements and challenges for the programme as a whole, with the various issues highlighted being assigned priorities and with as many of these priorities being addressed on an annual basis subject to funding.

### School and Programme Reviews

The School of Architecture is subject to a DIT School Review every five years. The school review process includes an evaluation of its programmes with input from external and internal peers. As part of this process, the programme team carries out a self-study reappraising all aspects of the programme with a view to updating and improvement.

### Professional Examiners

The examiners are appointed by the DIT School of Architecture and are responsible for examining the students. The School has a pool of examiners in professional practice from which a panel is drawn for each examination session.

Each panel has an equal gender balance and has been selected for their professional knowledge, skills and experience of different aspects of architectural practice.

### External Examiner

DIT Academic Council will appoint one external examiner to the Professional Diploma in Architecture Practice programme. The external examiner must be a prominent professional and academic in architecture and is chosen because of their experience and capacity to judge standards based on industry experience and knowledge of other similar programmes and awards.

They are appointed to oversee the examination process: to ensure that DIT and RIAI regulations and criteria are met; and that they are in accordance with QA best practice procedures. The external examiner will ensure that the examinations are conducted fairly and are of an internationally recognised standard.

The external examiner will ensure that there is consistency of content and standards between examination sessions and that the examiners marking the individual submissions and conducting the oral examination are making consistent assessments.

They are issued with the programme document, project briefs and exam papers in advance of the external examination.

Assessments and examinations will be carried out in accordance with the DIT General Assessment Regulations and addendum. In addition, the following programme regulations apply.

#### **Programme regulations**

- Module assignments will be assessed following submission at the conclusion of each semester. A pass mark of 50% is required.
- Students are required to pass both assignment element and/or written examination element within a module.
- Students who fail an assignment element and pass the written examination element may be requested to resubmit that element, and re-interview within an agreed period between examination sessions
- Students who fail an examination and pass the assignment elements will be requested to resit the examination in the next examination session, and a re-interview in that session
- Students who fail both assignment element and written examination element must undertake both elements in the supplemental examinations, and re-interview in that session.

#### **Compensation**

- Compensation will generally be in accordance with the DIT General Assessment Regulations.
- There is no compensation between modules.
- There is no compensation allowed between the assignment element and written examination element within a module

#### **Personal Circumstances**

It shall be the responsibility of students to provide to the Examinations Office any information concerning personal circumstances, which they believe may affect or have affected their performance, and which they wish the Examination Board to consider. Except in very exceptional circumstances [see section 14.2 (3)] information of this nature shall not be considered if presented after the Examination Board meeting. A Personal Circumstances form (available from the Examinations Office), must be supported by independent authoritative evidence, completed and returned to the Examinations Office. It is the student's responsibility to provide such evidence.

Personal circumstances as envisaged under this regulation are serious adverse factors, which may have affected the student's performance in course work or examinations, such as illness or bereavement.

### Written Examinations

Examinations are conducted in accordance with the DIT General Assessment Regulations. Students are expected to familiarise themselves with all the regulations and procedures:

[www.dit.ie/services/academicregistrar/student-assessment-regulations/general/](http://www.dit.ie/services/academicregistrar/student-assessment-regulations/general/)

- The Examination Office processes examination entries and issues results.
- It is the student's responsibility to ascertain the date, time and venue for written and practical examinations.
- Students should familiarise themselves with the content and assessment methods of the modules in which they are enrolled. The relevant Programme Documents are available for consultation in the library and online. A summary of the assessment components of all modules is included in this handbook.
- At the start of a module, the lecturer will give a list of assignments and submission dates to all students. Grades and/or feedback will be given to students by the lecturer but these are provisional until approved by the examination board at the end of the year.
- If a student is referred in a module (i.e. has not passed it) the examination board will look at the components of the module and determine what a student is required to do in terms of re-examination. The options normally available are:
  1. Repeat written/practical examination [except Part 2-see below]
  2. Redo assessments/assignments/essays/projects
  3. Repeat written examination plus redo assessments/assignments etc.
- If, in failing a module, a student has not passed the continuous assessment component, the relevant assignments/essays will be posted to a student's permanent address as held by the DIT before the end of June. The submission date will be clearly stated in the letter. The Dublin School of Architecture accepts no responsibility for material delivered to a wrong address. Students must ensure that their contact details are up to date. In addition, it is the student's responsibility to contact the Programme Chair if s/he has not received these assignments by 1 July.
- A referral in a module is regarded as a second attempt.
- Final Year Students are permitted one further attempt at a referred module without it prejudicing an honours classification. However, on passing a referred module, the mark awarded will be the pass mark of 50%. This is then combined with the other results to determine the final classification of the degree. If a final year student requires a further attempt at a referred module, and passes it, the classification of the degree will be a Pass.
- Students will need to be available from the end of August to undertake written/practical supplemental examinations.
- A deferral in a module - usually for medical reasons and supported by a Personal Circumstances Form - [www.dit.ie/services/academicregistrar/student-assessment-regulations/general/](http://www.dit.ie/services/academicregistrar/student-assessment-regulations/general/) - means that a student can undertake reassessment without any penalties.

### Essays and Projects

- All written work (essays and projects) must be typed and prefaced with an Assignment Coversheet Declaration (emailed to all students). Essays and assignments are subject to the same regulations as work carried out under examination conditions. All students will be emailed guidelines on the School of Architecture House Style for written assignments. This gives information on writing style, referencing and footnotes, compiling bibliographies, and general presentation.
- All written work must be submitted by the date specified.
- Most essays and larger assignments are given out well in advance of the submission date. Therefore, being ill on the day of submission is not normally grounds for an extension.
- Genuine requests for extensions (on documented medical/personal grounds) should be directed to the Programme Chair in advance of the submission date.





## Background

The UNESCO/UIA Charter for Architectural Education states that “Architecture, the quality of buildings and the way they relate to their surroundings, respect for the natural and built environment as well as the collective and individual cultural heritage are matters of public concern” and that “. . . it is in the public interest to ensure that architects are able to understand regional characteristics and to give practical expression to the needs, expectations and improvement to the quality of life of individuals, social groups, communities and human settlements.”

The Charter also points out that the increasing mobility of architects between countries calls for mutual recognition of architectural qualifications and that such recognition must be based on objective criteria, guaranteeing that their holders have received and continue to maintain the kind of education called for in the Charter.

Since its foundation in 1839, the RIAI has committed itself to the development of knowledge required for the practice of architecture. Frameworks for the mutual recognition of qualifications are enshrined in law in the shape of the Building Control Act 2007 (which came into effect on 1 May 2008) and Directive 2005/36/EC of the European Parliament and of the Council on the Recognition of Professional Qualifications (the Qualifications Directive). In these legal contexts, the RIAI is the designated Competent Authority for architectural qualifications.

Of equal importance is the RIAI's role in protecting the interests of clients, consumers, building users, the

public interest and the quality of the built environment. This demands that architects are equipped with the necessary skills to deliver the services they offer.

Recent years have seen the opening of several new Schools of Architecture and an increase in the numbers of architects coming from countries where laws, climate, building processes, and architectural education differ from those in Ireland. New routes for admission to the profession under the Building Control Act 2007 have also expanded the ways in which individuals can register as architects and become members of the Institute.

In this context the RIAI identified the need to establish a clearly expressed Standard for entry to the Architectural Profession in Ireland based on the criteria set out in Article 46 of the Professional Qualifications Directive which applies across the EU. Compliance with Article 46 is the criterion used in the Building Control Act for admission to the profession. The Standard provides a basis for clear understanding of the requirements and thereby supports consistent and equitable assessment of the skills required for recognition as an architect. This increased clarity benefits clients, consumers, students, schools of architecture, architects and students for RIAI membership and/or the RIAI Register for Architects.

## Development of the Standard

The eleven elements set out in Article 46 form the reference framework for the Standard. Within this context, preparatory work for development of the Standard included review and research of documents published by the: Architects Council of Europe; Architects Registration Board UK;

European Network of Heads of Schools of Architecture; European Union; Higher Education Training and Awards Council (HETAC, Ireland); International Union of Architects (UIA); National Architectural Accrediting Board (NAAB, USA); National Council of Architectural Registration Boards (NCARB, USA); National Qualifications Authority of Ireland (NQAI) South African Council for the Architectural Profession (SACAP); and the United Nations Educational, Scientific and Cultural Organization (UNESCO). Those consulted on the document as it evolved included; experts in the field, RIAI committees, RIAI Council; the Heads of the Schools of Architecture; the NQAI and HETAC.

The RIAI Standard thus describes the knowledge, skill and competence required for independent practice as an architect in Ireland. The emphasis is on the core knowledge skills and competence of the ‘GP’ architectural practitioner; specialist areas are not included. Most of the knowledge, skill and competence items are ‘universal’ or common to architects anywhere in the world. Some are ‘domain specific’ to practice in this jurisdiction.

It is important to note that no single indicator listed in this Standard of knowledge, skill and competence stands on its own; all are contextualised within the overall role and responsibilities of the architect. In its “Architect’s Profile” the Architects Council of Europe observes that the function of the architect calls for creativity, structured knowledge, organisational skills, mediation skills, a mind capable of synthesis, an independent and ethical stance, and a vision of the world.

The capacity to reason and conceive at different scales (the detail, the building, the urban and the wider context) allows the architect to address what is often an ill-defined problem, give 'shape' to a project, not only in the physical sense, and, taking account of functional, technical, aesthetic, social, cultural, economic and environmental context and demands, reconcile divergent factors to produce a coherent and holistic solution that satisfies the needs of client, user and society.

In a situation where the profession is becoming increasingly specialised, including the development of new fields and sub-fields, the need for the architect to have an overall grasp of all of the aspects of a project is even greater than before.

### **Use of the Standard**

The RIAI Standard of Knowledge, Skill and Competence for Professional Practice as an Architect describes the areas and levels of knowledge, skill and competence required of an architect at the professional level (capable of independent practice). To be an architect Member of the RIAI (MRIAI or FRIAI) and/or be admitted to the Register for Architects, an individual must have demonstrated that he or she has achieved this Standard, whether or not independent practice is envisaged at the time of the assessment. The Standard is applied in all RIAI examinations and assessment mechanisms and is integrated into all of the RIAI's Admission routes. In RIAI CPDEngage, the Institute's online CPD planning, provision and monitoring tool, the Standard provides the framework for Continuing Professional Development.

### **Reading and interpreting the Standard**

The 11 elements listed under Article 46 of the EU Qualifications Directive (2005/36/EC) provide the framework for the Standard. Indicators are provided for each element in the form of manageable and clearly defined requirements that are recognisably related to the realities of architectural practice. The indicators outline the specific areas in which a student is expected to demonstrate expertise, and the level of that expertise.

To provide clarification and support interpretation by users each indicator has been tagged as relating to one of the following eight major dimensions of practice: Design, Context, Technology, Regulation, Professionalism, Procurement, Management and Communication. The tags represent the dimension of practice with which a particular indicator fits most closely although the integrative nature of architectural practice means that, in reality, most indicators could be aligned to more than one tag.

Each element and indicator of knowledge skill and competence must be exercised in the context of, and at the level demanded by, the overarching values of Design and Professionalism. The Standard is designed to apply regardless of the mode through which an individual is seeking to demonstrate eligibility for admission to RIAI Membership or to the Register for Architects e.g. five year degree plus professional practice examination; register admission examination; technical assessment or any other route.

## Format of the Standard

1. The top line shows the relevant element from Article 46 of the Professional Qualifications Directive (2005/36/EC).

2. The first column to the left shows the reference number and tag for the indicator. For example “a2 Design” means this is the second indicator under element (a) of Article 46 and that it is tagged as relating most closely to Design.

3. The second column contains the text of the actual indicator of knowledge, skill and competence.

4. The third column contains the Guidance Note if one is required.

reference	Indicator	Guidance Note
<b>Article 46.1 (a) ability to create architectural designs that satisfy both aesthetic and technical requirements.</b>		
<b>a1</b> Design	Ability to engage imagination, think creatively, innovate and provide design leadership	This includes lateral thinking and the ability to think 'outside the box'.
<b>a2</b> Design	Ability to create an ordered and holistic layout of spaces that uses light, mass and form in three dimensions, based on clear conceptual thinking, that satisfies aesthetically, functionally and technically	

## RIAI Standard of Knowledge, Skill and Competence for Practice as an Architect

reference	Indicator	Guidance Note
<b>Article 46.1 (a) ability to create architectural designs that satisfy both aesthetic and technical requirements.</b>		
<b>a1</b> Design	Ability to engage imagination, think creatively, innovate and provide design leadership	This includes lateral thinking and the ability to think 'outside the box'.
<b>a2</b> Design	Ability to create an ordered and holistic layout of spaces that uses light, mass and form in three dimensions, based on clear conceptual thinking, that satisfies aesthetically, functionally and technically	
<b>a3</b> Design	Ability to analyse, prioritise and synthesise the project brief and context, consider design options and subject them to critical appraisal, so as to produce a coherent and well-resolved design solution	
<b>a4</b> Regulation	Ability to identify, understand and incorporate applicable legislation, regulations, directives, codes and standards	This applies to all aspects of architectural design , including building design and building procurement.
<b>a5</b> Technology	Ability to develop in detail the design of a building or complex of buildings so as to satisfy client brief, and objectives: aesthetically, functionally, technically and in compliance with regulations	
<b>a6</b> Design	Ability to analyse and understand the environmental, social and cultural context of a project and to respond to them in a design solution finding appropriate balance	This includes ergonomic and spatial requirements and issues of equity, participation and social inclusion.
<b>a7</b> Design	Ability to incorporate and/or respond to architectural, artistic, historical, natural and built heritage precedents in appropriate ways	
<b>a8</b> Design	Ability to demonstrate the processes by which designs are realised	'Realised' at this level means how the design is developed and is constructed as appropriate. Initial concept, design development, detail design and construction.
<b>a9</b> Design	Ability to identify and use relevant sources of information in the process of design development	
<b>a10</b> Design	Understanding of the particular nature of various materials, their appropriateness to function and their behaviour over time, and to select and incorporate them so as to realise the design concept	
<b>a11</b> Technology	Awareness of contemporary issues relevant to the practice of architecture and how they may be integrated into design	

reference	Indicator	Guidance Note
<b>Article 46.1 (b) adequate knowledge of the history and theories of architecture and the related arts, technologies and human sciences.</b>		
<b>b1</b> Context	Knowledge of architectural history and design theories, and their impact on the practice of architecture	Architectural history' embraces not only what was built, but also the physical, intellectual, economic, social and technical context in which it was produced. It also includes contemporary architectural thinking.
<b>b2</b> Context	Knowledge of Irish architectural history and the influence of past and current design traditions and approaches on the built environment	
<b>b3</b> Context	Awareness of the arts, technologies and human sciences as they relate to the theory and practice of architecture	This requires a basic awareness of the intersection between the arts, technology and human science disciplines and the practice of architecture; for example psychology, geography, sociology etc..
<b>b4</b> Context	Awareness of the links and interactions between the creative disciplines and their potential for informing architectural design, including those specific to the local/prevaling culture	These disciplines may include among others; architecture, urban design, landscape architecture, planning, interior design, furniture design, crafts.
<b>Article 46.1 (c) knowledge of the fine arts as an influence on the quality of architectural design.</b>		
<b>c1</b> Context	Knowledge of the links between architecture and the fine arts	Covers related fields of knowledge and practice which may inform both the context of a project and the architect's response to it. This may include painting, sculpture, dance, theatre, film, music, and may relate to the history, theory, practice or appreciation of these arts and their influence.
<b>Article 46.1 (d) adequate knowledge of urban design, planning and the skills involved in the planning process.</b>		
<b>d1</b> Context	Ability to guide a project through the planning process	In addition to the various stages and associated processes, this includes acting within the context of the development plan.
<b>d2</b> Context	Understanding of the history, principles and objectives of urban design and its interaction with architecture	As well as addressing the architect's understanding of urban design historically and in the contemporary context, this involves considering the urban design context of projects as appropriate.
<b>d3</b> Context	Knowledge of local, regional, and national planning and development contexts	This covers instruments, plans, directives and other influencing factors. Also included are the processes by which development plans are formulated and agreed.
<b>d4</b> Context	Awareness of international planning and development contexts	This covers relevant instruments, plans, directives and other influencing factors. Also included are the processes by which development plans are formulated and agreed.

reference	Indicator	Guidance Note
<b>Article 46.1 (e) understanding of the relationship between people and buildings, and between buildings and their environment, and of the need to relate buildings and the spaces between them to human needs and scale.</b>		
<b>e1</b> Design	Understanding of the relationship between people and buildings, and between buildings and their environment, and of the need to relate buildings and the spaces between them to human needs and scale	This understanding should be evident in the architect's designs.
<b>e2</b> Context	Understanding of the relationship between a building and its immediate context and wider environment	This includes, inter alia, the physical and climatic environment, planning, conservation & heritage, spatial quality, landscape quality, natural disaster risks, biodiversity, environmental impact of construction, life cycle of materials and issues of ecological sustainability.
<b>e3</b> Context	Understanding of the enduring nature of architecture	This involves/includes an appreciation of the nature and extent of the impact of buildings which, because of their scale and lifespan, will be lasting and significant in cultural and physical terms.

reference	Indicator	Guidance Note
<b>Article 46.1 (f) understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors.</b>		
<b>f1</b> Design	Ability to collaborate with and lead other specialists in the field as required during the realisation of proposals, so that concepts are developed and implemented appropriately	The requirement for leadership will vary according to the project, but the architect as lead designer should have the capacity to provide it. This capacity should extend to knowing when additional/specialist input is required.
<b>f2</b> Professionalism	Ability to identify and evaluate information, apply critical judgment and formulate objective, competent advice and/or strategies for action	Ability to provide objective competent advice to the client and/or the users and exercise due care and attention when acting on behalf of the client, having due regard to the interests of society as a whole. This may, on occasion, involve addressing conflict between the client's interests and those of society at large.
<b>f3</b> Management	Ability to formalise appointments between architect and client, and between the client and other consultants	This requires an understanding of the different forms of procurement of architectural and other professional services.
<b>f4</b> Communication	Ability to impart, receive, understand and use information clearly and effectively	This requires sufficient command of textual, numerical, verbal, graphic and electronic modes among others.
<b>f5</b> Communication	Ability to communicate clearly effectively and appropriately with all of those who have a role in the design and construction process	This includes the capacity as team leader or team member: to communicate and engage with client, public, colleagues, authorities and other parties with diverse roles, perspectives and objectives; and to act in a manner appropriate to the circumstances including the ability to communicate effectively in local language of commerce.
<b>f6</b> Professionalism	Ability to regularly review personal performance against good practice, carry out critical self-appraisal, recognise limitations of knowledge, expertise and performance and take necessary steps to seek advice, update knowledge and make good any deficiencies	This may involve undertaking CPD or recommending that the client engage additional expertise as appropriate.
<b>f7</b> Context	Understanding of society and the social context in which built environments are procured	This covers national, local and community context. It includes the role of architectural design in securing equality and participation for all in relation to the built environment. It also includes input into the design process for all of those who have an interest in it or are affected by it.
<b>f8</b> Professionalism	Understanding of the obligation to act with honesty, integrity and impartiality in all matters arising from the practice of architecture, including associated or related activities such as teaching and research	This includes all relevant, including fiduciary, duties and responsibilities.

reference	Indicator	Guidance Note
<b>Article 46.1 (f) understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors.</b>		
<b>f9</b> Context	Awareness of the economic context of development	This includes the general economic background as well as the development appraisal of particular sites.
<b>f10</b> Context	Awareness of the place of the construction industry in relation to other sectors of the national and international economies, and the effects of the architect's role within that context	
<b>f11</b> Context	Awareness of current societal concerns, their changing nature and their integration into the practice of architecture	
<b>f12</b> Professionalism	Awareness that 'good practice' may extend beyond legal requirements	This involves appreciation of the spirit and the letter of the law and related societal and environmental concerns.
<b>f13</b> Professionalism	Awareness of resolution mechanisms for disputes	Includes: Conciliation; Mediation; Adjudication, Arbitration; Litigation.
<b>f14</b> Professionalism	Awareness of the requirement for personal safety in the practice of architecture	This includes personal safety in relation to construction sites, fabrications works, site surveys, building condition surveys and potentially dangerous environments.
<b>Article 46.1 (g) understanding of the methods of investigation and preparation of the brief for a design project.</b>		
<b>g1</b> Design	Ability to undertake appropriate investigation for the preparation of the design brief for a project	
<b>g2</b> Design	Ability to analyse and interpret the client's needs and requirements and so produce an appropriate project brief or to critically review a brief prepared by others	
<b>Article 46.1 (h) understanding of the structural design, constructional and engineering problems associated with building design.</b>		
<b>h1</b> Technology	Ability to critically assess technical and construction issues and devise an appropriate course of action	
<b>h2</b> Technology	Understanding of construction and engineering design principles, and the ability to assess the 'buildability' of a project and adopt appropriate solutions	This includes: understanding of construction techniques; (current & historical) and their appropriate application; understanding of structural principals; understanding of the processes of technical design and ability to integrate knowledge of key technical factors (e.g. structure, construction technologies and services systems) into a functionally effective whole.
<b>h3</b> Technology	Understanding of the properties and appropriate use of materials in the context of building performance over time	This includes awareness of the interface between materials, components and assemblies.



reference	Indicator	Guidance Note
<b>Article 46.1 (i) adequate knowledge of physical problems and technologies and of the function of buildings so as to provide them with internal conditions of comfort and protection against the climate.</b>		
<b>i1</b> Technology	Ability to provide, through design and technology, appropriate conditions of comfort in response to environmental context and climate	This requires, in addition to the ability to undertake technical design as described, an awareness of why it is necessary to do so.
<b>i2</b> Technology	Ability, through design technology, to manage the impact of structures, when built and in their ongoing operation, on the physical and natural environments	Current considerations include: conservation and waste management systems; design and service life of materials; ecological sustainability; passive systems; environmental issues; sustainable design.
<b>Article 46.1 (j) the necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations.</b>		
<b>j1</b> Design	Ability to produce design solutions which reconcile the relationship between design, technology, environment, regulatory issues and costs while meeting user requirements	This requires an ability to develop and work to a cost schedule appropriate to client resources and project objectives and requires an awareness of costs appropriate to particular building types; the choices to be made relating to the immediate and longer terms costs of specifying particular materials and systems (e.g. when considering energy performance) and the need for cost checking at each key stage of a project.
<b>j2</b> Regulation	Understanding of core legislation, codes, standards, regulations and processes	These include contemporary: planning; building control, including technical guidance documents; environment; health and safety; etc.
<b>j3</b> Regulation	Knowledge of legislation and regulations relevant to a specific project or activity	This relates to current non-core legislation and regulations of relevance to specific projects and fields of activity. Examples include: environment; waste management; universal access; equality; property; heritage; procurement/competition; EU directives; and specific legislation relevant to particular building types and functions, such as hospitals, crèches, restaurants etc. Ongoing review of developments in the legislative and regulatory environments throughout the course of a project is essential.

reference	Indicator	Guidance Note
<b>Article 46.1 (k) adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning.</b>		
<b>k1</b> Procurement	Ability to translate design concepts into buildings within the Irish procurement context	Includes knowledge of: EU procedures; private and public sector procedures. Also includes awareness of how the actions of third parties, including statutory authorities and adjoining owners, may affect the construction project.
<b>k2</b> Procurement	Ability to advise clients on the appropriate selection and use of various procurement systems and contracts	Includes: knowledge of traditional procurement systems using relevant forms of contracts; awareness of other procurement systems, including design and build, management contracting, PPP; awareness of issues arising from design by contractors and subcontractors; understanding of risk allocation and risk management; knowledge of insurances relating to building contracts; knowledge of collateral warranties.
<b>k3</b> Management	Ability to manage the design process from conception to completion of the project	This involves: Ability to programme and manage the flow of information within the practice and the project team throughout the entire building project process; Ability to undertake a systematic problem-solving approach to the resolution of issues and the achievement of tasks; Understanding of the resources required to translate the design intent into production drawings and specifications and the realisation of the design in built form; Ability to prioritise tasks and achieve programme dates whilst working within cost parameters. This ALSO requires an Awareness of the fragmented nature of the building design and procurement processes, involving many parties with differing objectives and an understanding of how, in this context, design quality is achieved.
<b>k4</b> Management	Ability to lead, motivate and/or work within a team as appropriate	Involves a basic appreciation of: motivation; group dynamics; staff appraisal and reward structures; communication; goal setting; coaching; coping; delegation and the vision to see beyond the immediate in the context of project and practice objectives.
<b>k5</b> Procurement	Ability to undertake effective project management	This involves a knowledge of the rationale behind and procedures used within project management as well as skills in pragmatic problem solving.
<b>k6</b> Procurement	Ability to organise information flow and documentation control	Includes: understanding of the need for appropriate lines of communication in relation to the specific responsibilities of design and construction teams; ability to manage and record documentation for administration of the building contract; knowledge of reporting systems, including site meetings, minutes, reports; knowledge of financial control systems.
<b>k7</b> Technology	Ability to produce and co-ordinate, comprehensive and effective specification documents	This involves a clear understanding of the requirement for such documents and their purpose, as well as the ability to prepare them.
<b>k8</b> Procurement	Ability to prepare and co-ordinate tender documentation	Involves the ability to identify and incorporate necessary and relevant information, including construction site restrictions and an understanding of mobilisation.
<b>k9</b> Procurement	Understanding of construction programming, materials manufacturing and delivery timeframes	Includes knowledge of measures (such as pre-ordering elements) to minimise delay.
<b>k10</b> Procurement	Understanding of building commissioning and handover	Includes: planning for service-life management; testing, sampling and quality control; client demonstrations; O&M manuals and safety file; resolution of defects.

reference	Indicator	Guidance Note
<b>Article 46.1 (k) adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning.</b>		
<b>k11</b> Management	Understanding of the general principles of management and of the particular management issues arising in architectural practice	This involves an understanding of how design quality is achieved and the application of general and specific management principles within the context of architectural practice.
<b>k12</b> Procurement	Knowledge of the implications of relevant Health and Safety regulations	Includes, inter alia, duties of client, designer, PSDP and PSCS.
<b>k13</b> Management	Knowledge of the context, structures and resources required to provide an effective, efficient and creative environment for Architectural practice	This involves the synthesis of a variety of strands of knowledge to achieve an understanding of how design quality is achieved including an awareness of: employment law; financial management; company law; contract law; taxation; employers' health & safety responsibilities; risk management; resources (human, technical, financial, IT, etc.) needed to complete a task; staff education and training policies.
<b>k14</b> Context	Awareness of the overlapping roles of organisations with a responsibility for, or interest in, the built environment	These include: national and international government; consultative, advisory and voluntary bodies and interest groups which play a part in the development of policy, directives, laws, guidelines and regulations; and an awareness of how they interact with each other and impact on architectural practice.



### Introduction

The Professional Diploma in Architectural Practice programme comprises two 15 week semesters. Each semester comprises 12 teaching weeks, 1 review week, and 2 weeks of assessments. The Semesters are equally weighted and equates to 15 European Credit Transfer System (ECTS) credits totalling 300 learning hours per semester and 600 learning hours per year. Semester 1 and 2 comprises of three taught modules which run consecutively in eight-week blocks. The Case Study, Career Evaluation (Janus Report), and Oral (Viva Voce) typically run concurrently across the whole year, although this may be staggered over two academic year's with Programme Chair agreement. It will be supported by individual tutorials in DIT and in the office through the 'mentor scheme'.

The programme is centred on the Case Study and Career Evaluation module which provides the focus and means for applying the principles and concepts presented in the taught modules.

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ARCH6101	None				5	9
<b>Module Title</b>	Professionalism and Planning					

This Header should be repeated on each page of the Module

<b>School Responsible:</b>	Dublin School of Architecture
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**TÁ LEAGAN GAELGE DEN FHOIRM SEO AR FÁIL / AN IRISH LANGUAGE VERSION OF THIS FORM IS AVAILABLE**

<p><b>Module Overview:</b></p> <p>A successful candidate will be able to demonstrate competence and ability to act with integrity, in the ethical and professional manner as is appropriate to the role of architect. The candidate will have the skills required to undertake effective communication and presentation, organisation, self-management and independent working. They will have a clear understanding of the architect's obligation to society and the profession, as well as sufficient awareness of the limits of their competence and professional experience to ensure they are unlikely to bring the profession into disrepute.</p> <p>The successful candidate will also be able to demonstrate understanding of the planning context within which an architect must operate, as well as the processes undertaken to ensure compliance with planning requirements and standards. They will have the skills necessary to positively interact with statutory and private bodies or individuals.</p> <p>The module is subdivided into two components, Professionalism and Planning, which are delivered consecutively.</p> <ul style="list-style-type: none"> <li>• <b>Professionalism</b></li> <li>• <b>Planning</b></li> </ul> <p>Candidates receiving this module will be prepared to form a generation of architects who are readied for practice in an increasingly challenging environment. We encourage participants to develop their skills beyond those required at threshold level by the professional criteria, through self-reflection and personal critique, objective enquiry and research. Candidates will examine the role of the architect in a changing global construction industry, and consider the effect of politics and economics on the design and procurement of the built environment in future practice.</p> <p>The module is designed to offer the student a learning experience which will equip them with the ability to demonstrate the appropriate standard of Knowledge, Skill and Competence for Practice as an Architect. In this context it is an integral part of the Award, which allows successful graduates to join the Register of Architects.</p>
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Learning Outcomes (LO):	
On Completion of this module, the learner will be able to	
1	Prepare a fee bid
2	Describe contemporary issues relevant to the practice of architecture in Ireland
3	Recognise through personal reflection the requirement to act ethically within the RIAI Code of Conduct
4	Evaluate personal performance against good practice - CPD
5	Explain the importance of collaborative practice in the field of architecture.
6	Describe the hierarchy of planning legislation in Ireland as it applies to architecture
7	Evaluate the effects of Planning & Development & Heritage legislation on the realization of architecture.
8	Comprehend a critical awareness of the global, societal and legislative context of sustainable design.

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ARCH6102	None				5	9
<b>Module Title</b>	Building Control and Construction Procurement					

This Header should be repeated on each page of the Module

<b>School Responsible:</b>	Dublin School of Architecture
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**TÁ LEAGAN GAEILGE DEN FHOIRM SEO AR FÁIL / AN IRISH LANGUAGE VERSION OF THIS FORM IS AVAILABLE**

<b>Module Overview:</b>
<p>A successful candidate will be able to demonstrate understanding of the range of services offered by architects and delivering those services in a manner prioritising the interests of the client and other stakeholders. The candidate will have the skills necessary to provide a competent service, both singly and as part of a team, including understanding of client needs, appropriate communication, programming, coordination and competent delivery. This will be supported by an knowledge of the Irish building control system, the obligations placed on an architect when acting in the statutory role of Assigned Certifier under the Building Control Act.</p> <p>A successful candidate will be able to demonstrate understanding of Irish construction procurement processes, and the roles of built environment professionals. The candidate will have the skills necessary to plan project-related tasks, coordinate and engage in design team interaction, execute effective contract communication and resolve construction-related challenges and disputes. This will be supported by an understanding of contractual relationships, the obligations upon an architect acting as contract administrator, job-related administrative systems and the management of projects in the context of the candidate's professional experience.</p> <p>The module is subdivided into two components, Building Control and Construction Procurement, which are delivered consecutively.</p> <p><b>a. Building Control</b> <b>b. Construction Procurement</b></p> <p>Candidates receiving this module will be prepared to form a generation of architects who are readied for practice in an increasingly challenging environment. We encourage participants to develop their skills beyond those required at threshold level by the professional criteria, through self-reflection and personal critique, objective enquiry and research. Candidates will examine the role of the architect in a changing global construction industry, and consider the effect of politics and economics on the design and procurement of the built environment in future practice.</p> <p>The module is designed to offer the student a learning experience which will equip them with the ability to demonstrate the appropriate standard of Knowledge, Skill and Competence for Practice as an Architect. In this context it is an integral part of the Award, which allows successful graduates to join the Register of Architects.</p>

Learning Outcomes (LO):	
On Completion of this module, the learner will be able to	
1	Appraise the effects of Building Control legislation on the realization of architecture.
2	Outline the legislative context of fire safety design and building control certification.
3	Characterise the societal and non-core legislative context as it relates to architecture.
4	Predict the effects of Safety Health & Welfare legislation on the realisation of architecture.
5	Evaluate the effect of different procurement processes on programme, risk, cost and quality
6	Outline the different procurement methods in the public and private sectors
7	Create collaborative strategies in construction and provisions for team working
8	Describe tendering methods, codes, procedures and project planning.



Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ARCH6103					5	9
Module Title	Management of Design and Management of Construction.					
This Header should be repeated on each page of the Module						
School Responsible:	Dublin School of Architecture					

**TÁ LEAGAN GAEILGE DEN FHOIRM SEO AR Fáil / AN IRISH LANGUAGE VERSION OF THIS FORM IS AVAILABLE**

### Module Overview:

A successful candidate will be able to demonstrate understanding of the business priorities, required management processes and risks of running an architectural practice, and the relationship between the practice of architecture and the Irish construction industry. They will have the skills necessary to engage in business administration and ability to resource, plan, implement and record project tasks to achieve stated goals, either individually or within a team. This will be supported by knowledge of the office systems, administration procedures and the relevant legislation as well as understanding of the briefing process, forms and terms of appointment, the means of professional remuneration, relevant legislation, and the execution of appropriate programmed and coordinated project tasks.

A successful candidate will be able to demonstrate understanding of the legal context, Irish construction and contract law, within which an architect must operate. They will have the skills necessary to plan project-related tasks, coordinate and engage in design team interaction, execute effective contract communication and resolve construction-related challenges and disputes. This will be supported by an understanding of contractual relationships, the obligations upon an architect acting as contract administrator, job-related administrative systems and the management of projects in the context of the candidate's professional experience.

The module is subdivided into two components, Management of Design and Management of Construction, which are delivered consecutively.

- a. Management of Design**
- b. Management of Construction**

Candidates receiving this module will be prepared to form a generation of architects who are readied for practice in an increasingly challenging environment. We encourage participants to develop their skills beyond those required at threshold level by the professional criteria, through self-reflection and personal critique, objective enquiry and research. Candidates will examine the role of the architect in a changing global construction industry, and consider the effect of politics and economics on the design and procurement of the built environment in future practice.

The module is designed to offer the student a learning experience which will equip them with the ability to demonstrate the appropriate standard of Knowledge, Skill and Competence for Practice as an Architect. In this context it is an integral part of the Award, which allows successful graduates to join the Register of Architects.

### Learning Outcomes (LO): (to be numbered)

For a 5ECTS module a range of 4-10 LOs is recommended

On Completion of this module, the learner will be able to

1	Describe the role of marketing, fee calculation, bidding and negotiation in architectural practice.
2	Examine the principles of team management and employment related legislation
3	Apply the principles of finance, business planning, funding and taxation to architectural practice.
4	Characterise the principles of practice administration, quality management and QA systems
5	Describe the different types of practice structure and their legal underpinnings and style
6	Examine the legislative context governing the use of building contracts.
7	Compare and contrast public and private contracts
8	Evaluate the background and purpose of the contract clauses
9	Conclude the duties and obligations placed upon architects when appointed contract administrator
10	Identify effective and appropriate dispute resolution actions and any applicable legislation

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ARCH6201	ARCH6101 ARCH6102 ARCH6103	ARCH6101 ARCH6102 ARCH6103			15	9
<b>Module Title</b>	Professional Practice Portfolio					

This Header should be repeated on each page of the Module

<b>School Responsible:</b>	Dublin School of Architecture
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**TÁ LEAGAN GAEILGE DEN FHOIRM SEO AR Fáil / AN IRISH LANGUAGE VERSION OF THIS FORM IS AVAILABLE**

<b>Module Overview:</b>
<p>This is the principal module in the Professional Diploma in Architectural Practice programme. It is intended to give a thoroughly researched, objective, analytical and factual account of the progress of a construction project in which the student has been involved. The account should be supported by reflection, rigorous analysis and discussion.</p> <p>A successful candidate will demonstrate competence to practise through evidence of the knowledge, ability, awareness, understanding and judgement that is required by an architect for safe and professional practice. Its presentation may reinforce and expand the criteria addressed in Modules ARCH6101, ARCH6102 and ARCH6103. The viva may only be attempted by candidates who have successfully completed Modules ARCH6101, ARCH6102 and ARCH6103.</p> <p>Candidates receiving this module will be prepared to form a generation of architects who are readied for practice in an increasingly challenging environment. We encourage participants to develop their skills beyond those required at threshold level by the professional criteria, through self-reflection and personal critique, objective enquiry and research. Candidates will examine the role of the architect in a changing global construction industry, and consider the effect of politics and economics on the design and procurement of the built environment in future practice.</p> <p>The module is designed to offer the student a learning experience which will equip them with the ability to demonstrate the appropriate standard of Knowledge, Skill and Competence for Practice as an Architect. In this context it is an integral part of the Award, which allows successful graduates to join the Register of Architects.</p>

Learning Outcomes (LO):	
On Completion of this module, the learner will be able to	
1	Critically evaluate the management of real-life practice
2	Critically evaluate the management of a real-life project
3	Appraise the key methods by which the government controls and regulates the construction industry, including current consumer protection issues and related legislation.
4	Judge the legislative and economic controls of development including fiscal measures, planning legislation, environmental law, building regulation, health and safety regulation, and identify associated codes of practice and sources of technical information
5	Predict how the legislative and economic control of the built environment and the construction industry affects development and the procurement of projects in Ireland
6	Appraise sources of information available to architects in Ireland.
7	Articulate fluently the range of professional competences that are required of a registered architect.
8	Critically on previous professional architectural experience.
9	Plan and negotiate future appropriate professional experience.

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