



DIPLOMA SUPPLEMENT

This Diploma Supplement model was developed by the European Commission, Council of Europe and UNESCO/CEPES.

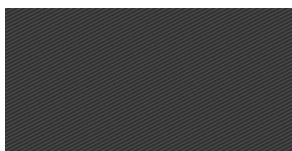
The purpose of the supplement is to provide sufficient independent data to improve the international transparency and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.).

It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition.

Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

1. Holder of Qualification

- 1.1 Family Name(s):
- 1.2 Given Name(s):
- 1.3 Date of Birth:
- 1.4 Student Number:



2. Qualification and Award

- 2.1 Qualification: Master of Regional and Urban Planning (Magisterii in Arte Regiones Urbesque Describendi)
- 2.2 Main Fields of Study: Regional & Urban Planning
- 2.3 Awarding Institution: National University of Ireland
- 2.4 Institution Administering Studies: University College Dublin
- 2.5 Language(s) of Instruction: English (or language studied)

3. Qualification Level

- 3.1 Level of Qualification: Masters Degree (NQAI Level 9)
- 3.2 Official Length of Programme: 9 Year(s)
- 3.3 Access requirements: Leaving Certificate or equivalent Further Education Awards Other access routes including direct application to institution. Further details www.ucd.ie

4. Contents and Results Gained

- 4.1 Mode of Study: Full Time



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Student Desk & Records

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4. Contents and Results Gained (continued)

4.2 Programme Requirements: The core modules in the MRUP programme provide an underlying knowledge of the administrative, legal and policy frameworks in which spatial planning operates and the social, political, economic and environmental challenges facing planning. Building on this spatial knowledge, students have the option to specialise in either the area of Development and Design or Environmental Planning .

Specific professional tools and skills including the use and application of GIS methodologies and various planning methodologies (environmental impact assessment, strategic environmental impact assessment, retail assessment and demographic forecasting) are a core component of the degree. In addition to these professional skills MRUP students acquire a wide range of transferrable skills including: spatial analysis; project management skills; negotiation and mediation skills; organisational management and leadership skills; team working; problem solving and decision making skills; communication skills and research skills. Skills and knowledge developed in lecture based modules are applied by students in two integrated practical projects, the first is a plan making studio project and the second relates to their specialist area, either (a) Urban Design Studio in the Development and Design specialism or (b) Tools for Sustainable Development in the Environmental Planning specialism.

In the final semester of the programme students are required to undertake a piece of independent research related to their specialist area and complete a thesis on their findings. This allows students to demonstrate, in a self directed major piece of work, their ability to apply the research and analysis skills which they have developed during the rest of the programme. Within the thesis students synthesise their knowledge and skills on their specialist area by selecting a research topic, analysing the literature, developing a robust methodology and presenting and analysing results in a coherent and professional manner.

4.3 Programme Details: See Appendix 4.3
4.4 Grading Scheme See Appendix 4.4
4.5 Overall Classification: First Class Honours (GPA: 3.97)

5. Information on the Function of the Qualification

5.1 Access to Further Study: Students can progress to a Level 10 PhD in Planning or in other related areas such as Geography, Environmental Policy or Urban Studies.
5.2 Professional Status The MRUP is professionally accredited by the Irish Planning Institute (IPI) and by the Royal Town Planning Institute (RTPI)

6. Additional Information

6.1 Additional Information: See www.ucd.ie



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6. Additional Information (continued)

6.2 Further Information Sources: www.nui.ie, www.ucd.ie, www.nqai.ie

7. Certification

7.1 Date: 17th September 2013

7.2 Signature:

7.3 Capacity: Registrar and Deputy President

7.4 Authentication To verify this document, go to www.ucd.ie/verify and enter Student/Staff ID: [REDACTED]
and Document ID: [REDACTED]

8. Description of Higher Education and Training System in Ireland

8.1 See Appendix 8



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APPENDICES

4.3 Programme Details

Academic Year	Module	Credits Attempted	Credits Earned	Grade	Grade Points
2012/13 Semester 2					
PEP40060	Planning Studio 2	15.0	15.0	A	4.0
PEP40260	Housing Policy and Planning	5.0	5.0	A-	3.8
PEP40290	Research Studies	10.0	10.0	A+	4.2
PEP40520	Comparative Planning	5.0	5.0	A-	3.8
	<i>Semester GPA</i>				<i>4.00</i>
2012/13 Semester 1					
PEP40720	International Studies 1 (CAN)	10.0	10.0	A+	4.2
PEP40730	International Studies 2 (CAN)	10.0	10.0	A+	4.2
PEP40740	International Studies 3 (CAN)	5.0	5.0	A	4.0
	<i>Semester GPA</i>				<i>4.16</i>
2011/12 Semester 2					
PEP40090	Planning, Society and Diversity	5.0	5.0	A-	3.8
PEP40190	Rural & Landscape Planning	5.0	5.0	A+	4.2
PEP40200	Planning & Environmental Law	5.0	5.0	A+	4.2
PEP40320	Planning Studio I	10.0	10.0	A	4.0
	<i>Semester GPA</i>				<i>4.04</i>
2011/12 Semester 1					
PEP40020	Planning Methodology	5.0	5.0	B	3.4
PEP40050	Placemaking: Urban and Rural Design	5.0	5.0	A-	3.8
PEP40070	Public Policy & Planning	5.0	5.0	A+	4.2
PEP40100	Geographical Information Systems	5.0	5.0	B+	3.6
PEP40210	Transportation Planning	5.0	5.0	A-	3.8
PEP40240	Urban and Regional Economics	5.0	5.0	A	4.0
PEP40310	Research Methods	5.0	5.0	B	3.4
	<i>Semester GPA</i>				<i>3.74</i>

Stage	GPA	Credits
Stage 2	4.07	60
Stage 1	3.87	60

4.4 Grading Scheme

Standard	Grades
Excellent	A+, A, A-
Very Good	B+, B, B-
Good	C+, C, C-
Acceptable	D+, D, D-
Fail	E, F, G



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4.4 Grading Scheme (continued)

		Grades
	No Grade	NG
Non Standard	Audit. No Credit Awarded	AU
	Distinction	DS
	Pass	P
	Pass by Compensation	PC
	No Work	NW
	Withdrawn (Future sittings may or may not have the grade point capped - see Regulations)	W
	Incomplete	I, IX, IP

GPA

3.68 to 4.20
3.08 to 3.67
2.48 to 3.07
2.00 to 2.47

Award

First Class Honours
Second Class Honours, Grade 1
Second Class Honours, Grade 2
Pass

Stages and Credits

A student will progress through a programme in stages. Completion of each stage normally requires the successful accumulation of credits specified for each programme.

Programme specifications define the credit requirements of each stage of a programme, and will specify the range of modules which must, or may, be taken in order to satisfy these credit requirements.

1 Credit is equivalent to 1 ECTS credit and is associated with 20-25 hours of learning.

For further information see:

<http://www.ucd.ie/registry/academicsecretariat/asug/>

8. Description of Higher Education and Training System in Ireland

The Irish higher education and training system comprises of a range of higher education institutions Universities, Institutes of Technology, other nationally recognised institutions and independent higher education colleges. The Department of Education and Science maintains a list of Higher Education institutions in Ireland, which provide higher education and training programmes leading to awards included in the National Framework for Qualifications (NFQ). These institutions offer a wide range of different types and levels of awards. Entry to higher education and training is on a controlled basis with the most common entry point being completion of the Leaving Certificate, a State examination taken at the end of second level education. In recent years, there has been an increase in the availability of alternative access routes into higher education and training.

Government Agencies



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The Higher Education Authority (www.heai.ie) is responsible for furthering the development and assisting in the co-ordination of State investment in higher education and training, including research. The National Qualifications Authority of Ireland (NQAI) (www.nqai.ie) is responsible for establishing and maintaining the National Framework of Qualifications (NFQ). The Higher Education and Training Awards Council (HETAC) (www.hetac.ie) is the awarding body and quality assurance agency for the Institutes of Technology, (other than the Dublin Institute of Technology (DIT)) and other higher education and training providers university sector.

Higher Education Institutions

There are seven Universities recognised under State legislation. The Universities make their own awards and validate programmes in institutions recognised by them. They provide programmes of study leading to awards included at NFQ Levels 7-10 and engage in basic and applied research. The Universities have primary responsibility for their own quality assurance systems. They established the Irish Universities Quality Board (IUQB) (www.iuqb.ie) which has delegated authority as an independent body, to organise the periodic review of the effectiveness of the quality assurance procedures in place in the Universities as required by State legislation. The HEA also has a review role in relation to quality assurance procedures in Universities.

There are thirteen Institutes of Technology (IoT) which are designated under State legislation. They provide programmes leading to awards at NFQ Levels 6 - 10. The Institutes of Technology make their own awards at specified levels under delegated authority from HETAC.

The Dublin Institute of Technology (DIT) has the authority to make its own awards at NFQ Levels 6 - 10. While DIT has primary responsibility for the implementation of quality assurance procedures, the NQAI has a statutory quality review role in relation to these procedures.

Other providers of higher education and training may apply to HETAC for approval of their quality assurance procedures and subsequent validation of their programmes. While such providers have primary responsibility for quality assurance, HETAC has a statutory role in quality assurance monitoring and review. Furthermore, any person may apply to HETAC for an award based on their lifelong learning achievement without reference to a programme of higher education and training.

The European Credit Transfer and Accumulation System (ECTS) has been incorporated into the awards systems of HETAC, the Institutes of Technology, DIT and the Universities and most programmes are ECTS compatible. ECTS is a learner-centred system for credit accumulation and transfer based on the transparency of learning outcomes and learning processes. It aims to facilitate planning, delivery, evaluation, recognition and validation of qualifications and units of learning as well as student mobility.

National Framework of Qualifications (NFQ)

In terms of higher education and training, the NFQ sets the overall standards for all higher education and training awards. It is the single, nationally and internationally accepted entity, through which all learning achievements may be measured. It also defines the relationship between all education and training awards. It is a 10-level framework based on learning outcomes that are determined by standards of knowledge, skill and competence. Higher education and training awards are at NFQ Levels 6 to 10 and may be made by HETAC, DIT, the Universities and Institutes of



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Technology with delegated authority. The framework consists of 16 major award types with minor and special purpose awards available at each level and supplemental awards available at NFQ Levels 4 to 10. All awards included in the Framework are underpinned by legislative quality assurance arrangements.

The major awards of the NFQ are set out below together with the alignment to the Bologna Framework and the draft alignment to the European Qualifications Framework (EQF):

EQF Level**	EHEA Framework (Bologna)*	National Framework of Qualifications (NFQ) Level	NFQ Major Award- Types
EQF Level 1		NFQ Level 1	Level 1 Certificate
EQF Level 2		NFQ Level 2	Level 2 Certificate
EQF Level 3		NFQ Level 3	Level 3 Certificate Junior Certificate
EQF Level 4		NFQ Level 4	Level 4 Certificate Leaving Certificate
EQF Level 5	Short Cycle within First Cycle	NFQ Level 5	Level 5 Certificate Leaving Certificate
EQF Level 6	First Cycle	NFQ Level 6	Advanced Certificate (VET award) Higher Certificate (HET award)
EQF Level 7	Second Cycle	NFQ Level 7	Ordinary Bachelor Degree
EQF Level 8	Third Cycle	NFQ Level 8	Honours Bachelor Degree Higher Diploma
EQF Level 9		NFQ Level 9	Masters Degree Post-Graduate Diploma
EQF Level 10		NFQ Level 10	Doctoral Degree Higher Doctorate

Bologna Framework of Qualifications/European Qualifications Framework

*The Bologna Process, which commenced in 1999, is designed to lead to the creation of the European Higher Education Area (EHEA) by 2010. A central initiative in the process is the adoption of a system based on three cycles undergraduate, graduate and doctorate. The NFQ was formally aligned with the Bologna Framework in 2006.

**Running parallel to the Bologna Process is the development of the European Qualifications Framework (EQF) for lifelong learning. Ireland completed the process of referencing the National Framework of Qualifications to the EQF in May 2009 (see referencing outcome above). Alignment facilitates the recognition of learning and supports access, transfer and progression for learners.

The Diploma Supplement at University College Dublin (UCD)

The Diploma Supplement, which is designed to give a full account of a graduate's Programme of study and award, has



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been issued automatically and free of charge to all UCD graduates who completed their Programme since 2005. It is similar in content and style to UCD's Academic Transcript, but adheres to the formal format (in terms of fields and information) developed by UNESCO and the Council of Europe.

The purpose of the Diploma Supplement is to promote transparency in higher education and fair and informed judgements about qualifications. Further information relating to this document can be found at:

http://ec.europa.eu/education/lifelong-learning-policy/ds_en.htm