RIAIA Transition Year Programme 2019/20

A City in Transition
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**Project Description**

This RIAI guide is a framework for a one-week transition year student placement in an architect’s office. The intention is for these students to develop genuine skills in design development, research, presentation techniques and gain experience in a variety of industry applications. Working alongside their assigned mentor, the project is set out in 6 stages over a number of days, culminating in the presentation of the student’s work from concept to final design. This guide sets out the tasks for both mentor and student.

**Objective**

Students work on the design of a small building or space e.g. café kiosk, tourist info, bus stop, skate park, viewing tower, public plaza, set on a local site.

**Goal**

Students will learn how an architectural project develops from inception through the design stage to presentation.

Resources are available to download at [https://www.riai.ie/education/architecture_young_people/riai_ty_programme](https://www.riai.ie/education/architecture_young_people/riai_ty_programme)
Stage 1
Briefing & Site Visit

Day 1 (Morning)

— As the appointed mentor for this project, you will sit with the TY student and discuss the brief for the project, showing examples of past student projects.

— Suggest optimum site locations, encouraging the student to choose a site that is not too far from the office.

— Recommend a visit to the chosen site and on return to the office you should discuss initial ideas.
Stage 2
Research & Precedent

Day 1 (Afternoon)

You should instruct the student in how to conduct effective online research. Direct them to relevant industry websites and reveal any research methods that you feel will aid this stage of the process.

Stage 2
Research

Day 1 (Afternoon)

— Research should be done online of similar types of buildings and the materials that they are made of, considering what materials may best suit your ideas.

— You should research other buildings on or close to your chosen site, bearing in mind whether there are developments proposed in the area or on the site?

— Compile any historical information available about the site, including old photographs, maps etc., saving all your research in a folder.
Stage 3
Design Concept & Ideas

Day 2 (Morning)

- Encourage the student to sketch ideas and write down their thoughts on the brief for the project. They should be advised to record/scan this development work and include it in their final presentation.

- If you feel additional research is required to support the student’s concept, they should conduct further online investigation.

Using pencil/pen you should draft your thoughts on the site and the building idea. These sketches are often scanned and used in the final presentation sheet to show the development of your idea from start to finish.

- If necessary, conduct additional online research on similar building types, designs or materials to support your concept.
**STUDENT INSTRUCTIONS**

**Stage 4 Tutorials**

**Day 2 (Afternoon)**

— Set students to work through freely-available online SketchUp tutorials, giving them a good handle on 3D drawing.

— At this stage students should have an idea of what they would like their design to be. They should be encouraged to experiment with SketchUp and photo-editing software like Photoshop – extruding shapes, applying materials, inserting furniture/people etc.

**Stage 4 App Tutorials**

**Day 2 (Afternoon)**

— Your mentor will introduce you to a free 3D-modelling app called SketchUp. There are easy SketchUp tutorials online – familiarise yourself with the tools that are now available to you.

— You will model your building(s) in 3D using SketchUp and learn skills to insert these into photos using photo-editing software like Photoshop. Have fun with filters and add people, furniture and landscapes.

**MENTOR INSTRUCTIONS**

**Stage 4 Tutorials**

**Day 2 (Afternoon)**

— Set students to work through freely-available online SketchUp tutorials, giving them a good handle on 3D drawing.

— At this stage students should have an idea of what they would like their design to be. They should be encouraged to experiment with SketchUp and photo-editing software like Photoshop – extruding shapes, applying materials, inserting furniture/people etc.

SketchUp Make is free and available to download at https://www.sketchup.com/download

Tutorials can be viewed online at https://www.sketchup.com/learn

or download tutorial files from https://www.riai.ie/education/architecture_young_people/riai_ty_programme
**STUDENT INSTRUCTIONS**

**Stage 5**

**Design Delivery**

**Days 3 & 4**

— You should periodically touch base with the student as they develop the modelling of their concept. They may require expertise that extends beyond the online tutorials.

— At this stage, the student should be consolidating research with newly-created visual materials, i.e. adding people, signage, colour and material textures to imagery gathered on site.

— An additional site visit may be necessary, to gather imagery from specific angles.

— If the student has advanced sufficiently, you could suggest they expand their skill set by using AutoCAD to prepare digital plans and elevations.

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**MENTOR INSTRUCTIONS**

**Stage 5**

**Design Delivery**

**Days 3 & 4**

— Further develop and refine your design in SketchUp and Photoshop. You should combine any research imagery with newly-created 3D drawings, i.e. add people, signage, colour and material textures to imagery gathered on site.

— An additional site visit may be necessary, to gather imagery from specific angles.

— If you feel you have mastered SketchUp and Photoshop, you could expand your skill set further by trying AutoCAD, an advanced industry-standard application used to plan and draw architectural projects.
STUDENT INSTRUCTIONS

Stage 6
Presentation

Day 5

— Students should be directed in assembling imagery and text content in Powerpoint or Photoshop.

— You should bring them through a typical client presentation format, advising them on how to maximise the impact of the various elements that support their concept.

— They should be reminded of what is required – as a minimum – on their presentation sheets/slides.

MENTOR INSTRUCTIONS

Stage 6
Presentation

Day 5

— Using Powerpoint or Photoshop, you should compile all completed work on one/two presentation sheets.

— Your mentor will bring you through a typical client presentation, giving you an insight into emphasising the important parts of your big idea and how to structure your presentation.

— Some examples of previous student projects are included in this document.

The required elements for your presentation sheet(s) are:

**Text**
Your Name / School Name
Date of Work Experience
Project Title
Concept Description (75–100 Words)

**Images**
Research & References
Site Location Map
Concept Development
Materials
Completed Design
Case Study 1
Juice Bar

Student: Ciara Barry

MENTOR OBSERVATIONS

From the outset Ciara showed a great aptitude for taking on the project brief and was enthusiastic throughout the process from site selection to developing skills in SketchUp and Photoshop (both programmes she would now have used prior to her work experience) through to the final presentation.

Her project research, architectural references, selection of materials and design development progressed to a high standard during her week in the office.

The execution and delivery of the final presentation sheet at the end of her week was excellent and her presentation to the studio team was well received.
Anne-Marie chose a site in her home town of Tipperary. She showed a fantastic appreciation for a derelict theatre building that had fallen into disrepair. Her ideas incorporated the renovation of the old and insertion of a new contemporary glazed café fronting the street. She researched similar typologies and developed her idea from sketch stage through to interior finishes selection with a clear strategy for her design.

Her project research, architectural references, selection of materials and design development progressed to a high standard during her week in the office.

Anne-Marie’s presentation sheet demonstrates the skills she learned in her week with the studio – research, material selection, developed SketchUp models and 3D visualisations of her scheme.
Case Study 3
Search & Rescue Centre

Student: Jack Hegarty

MENTOR OBSERVATIONS

Jack chose the recently developed urban space fronting Colbert Station as his site. Jack was interested in discovering the historical development of the site and researched old photos and recent design drawings of the urban space.

His idea was to introduce a kiosk building, primarily for use by patrons of the station, which would be multi-functional incorporating a tourist information desk and coffee kiosk. His research included similar typologies and materials that would contrast with the limestone paving.

Jack practised skills in photoshop to create interesting filters on his 3D model images. His presentation sheet is a clear demonstration of the development of his project in his week in the studio.
Founded in 1839, the Royal Institute of the Architects is the professional institute for architects and architectural technologists in Ireland. The RIAI is also the Registration body for architects in Ireland. The RIAI actively promotes the value that architecture brings to society for everyone’s benefit.

Find out more about us on riai.ie or sign up for your free monthly e-newsletter.