

UCD Students' Strategic Vision

Draft for Consultation
March 2019

Appendix 3:
Strategic Environmental Assessment

Prepared by
UCD Planning & Environmental Policy Society

Table of Contents

1. Introduction	3
2. Process	4
2.1 Screening	4
2.2 Scoping and Consultation	4
2.3 Environmental Report	4
3. Strategic Environmental Objectives	5
4. Consideration of Alternatives	7
4.1 Identification of Alternatives	7
4.2 Possible Alternatives	7
4.3 Consideration against Strategic Environmental Objectives	9
5. Likely Significant Effects of the Vision	11
5.1 Strategic Environmental Assessment of Vision Measures	11
5.2 Biodiversity, Flora and Fauna	16
5.3 Water	16
5.4 Soil	17
5.5 Landscape	17
5.6 Cultural Heritage	18
5.7 Human Beings	18
5.8 Air	18
5.9 Climatic Factors	19
5.10 Material Assets	19
6. Conclusion	20

1. Introduction

The purpose of a Strategic Environmental Assessment (SEA) is to provide for a high level of protection of the environment and to contribute to the integration of environmental considerations into the preparation and adoption of plans and programmes, with a view to promoting sustainable development.

Under the European Union's Directive on Strategic Environmental Assessment, member states are required to carry out an environmental assessment on any plans and programmes which are likely to have significant effects on the environment. This directive has been transposed into Irish legislation, which specifies that SEA is mandatory for certain categories of statutory plans, and that screening for SEA must be carried out for all other categories of statutory plans.

As a non-statutory student-led Vision, the directive and legislation are not applicable to this Vision, and there is no requirement for SEA to be carried out. This Vision will not be approved and adopted by any national or local planning authority, and if it is included in a future statutory plan, an SEA can be carried out during the preparation of that plan.

However, for best practice, to inform the preparation of the UCD Students' Strategic Vision, and to ensure that this Vision could later be adopted by a national or local planning authority, it is proposed to carry out a Strategic Environmental Assessment of this Vision.

Due to the significant amount of time and expertise required to carry out a full SEA, which would be unnecessary for a student-led Vision like this, it is only proposed to carry out a basic SEA, focusing on the likely impacts of the overarching Vision and the measure proposed within it. Certain parts of a full assessment, such as a detailed review of relevant policies, plans and programmes, and a detailed environmental baseline study, have been reduced or omitted.

2. Process

2.1 Screening

Under Irish Planning and Development Regulations, a Strategic Environmental Assessment is required in respect of Local Area Plans for areas with a population of 5,000 persons or more. The UCD Campus currently has a daytime population of up to 30,000 students and staff, and is expected to have a resident population of over 6,000 following the completion of the UCD Student Residences Masterplan. Therefore, if treating this Vision as a Local Area Plan, a Strategic Environmental Assessment is mandatory, and no further screening is required.

Separately to this, screening for appropriate assessment of the likely significant effects of the UCD Students' Strategic Vision on Natura 2000 sites has been carried out. It has been demonstrated that implementation of the Vision is not foreseen to give rise to any significant adverse effects on designated Natura 2000 sites, either alone or in combination with other plans or projects. This screening for appropriate assessment is provided separately, as Appendix 4 to the Vision.

2.2 Scoping and Consultation

The purpose of the Scoping stage is to decide upon the range of issues and level of detail to be included in the Environmental Report. The Scoping stage involves mandatory consultation with a number of statutory environmental bodies prescribed in legislation, including the Environmental Protection Agency, certain government departments and nearby planning authorities.

Taking into account that this is a student-led project to prepare a non-statutory Vision for the UCD Campus, it was not considered appropriate to be taking up the time of prescribed environmental authorities, who have a duty to examine more important plans and programmes. The prescribed environmental authorities have not been consulted with or notified of the determination of any parts of this assessment.

2.3 Environmental Report

This document constitutes the Environmental Report of the SEA. While a full SEA Environmental Report would include a detailed review of the relationship with other relevant plans and programmes and a detailed environmental baseline study, for the purposes of this Vision, these have been omitted. This Environmental Report includes the formulation of Strategic Environmental Objectives, consideration of alternatives, and an assessment of the likely significant effects of the different measures proposed within the Vision.

3. Strategic Environmental Objectives

The primary objective of Strategic Environmental Assessment is to provide for a high level of environmental protection and to contribute to the integration of environmental considerations into the preparation and adoption of a plan. A number of Strategic Environmental Objectives (SEOs) have been formulated, to assist in the prediction, description and monitoring of impacts on the environment as a result of the Vision.

SEOs are distinct from the strategic priorities and measures contained in the Vision, though the process of preparing the Vision in conjunction with the SEA allows for the incorporation of environmental themes at an early stage of the process. The Environmental Objectives are used to assess the Vision, its policies and objectives, in order to evaluate and identify where conflicts may occur.

Environmental Parameter	Strategic Environmental Objectives
Biodiversity, Flora and Fauna	<ul style="list-style-type: none"> ● Conserve and where possible enhance the diversity of habitats and protected species avoiding irreversible losses ● Promote measures to protect biodiversity by creating and improving habitats, where possible ● Provide opportunities for sustainable public access to wildlife and wild places at appropriate locations ● Avoid damage by development to designated wildlife sites and protected species, and associated ecological corridors/linkages
Water	<ul style="list-style-type: none"> ● Protect and enhance the status of aquatic ecosystems and, with regard to their water needs, terrestrial ecosystems and wetlands directly depending on the aquatic ecosystems ● Promote sustainable water use based on a long-term protection of available water resources ● Reduce progressively discharges of polluting substances to waters ● Mitigate the effects of floods and droughts including vulnerability to climate change
Soil	<ul style="list-style-type: none"> ● Maintain the quality of soils ● Maximise and prioritise the use of the existing built environment rather than developing greenfield lands ● Minimise the consumption of non-renewable sand, gravel and rock deposits ● Minimise the amount of waste to landfill
Landscape	<ul style="list-style-type: none"> ● Conserve and enhance valued natural and historic landscapes and their character and features within them
Cultural Heritage	<ul style="list-style-type: none"> ● Promote the protection and conservation of the cultural, including architectural and archaeological, heritage

Human Beings	<ul style="list-style-type: none"> ● Improve people's quality of life based on high-quality residential, working and recreational environments and on sustainable travel patterns ● Minimise noise, vibration and emissions from traffic and construction processes
Air	<ul style="list-style-type: none"> ● Reduce all forms of air pollution
Climatic Factors	<ul style="list-style-type: none"> ● Minimise emissions of greenhouse gases to contribute to a reduction and avoidance of human- induced global climate change ● Reduce waste of energy, and maximise use of renewable energy sources ● Assess, plan and manage adaptation to climate change impacts ● Reduce the need to travel
Material Assets	<ul style="list-style-type: none"> ● Maximise use of the existing built environment ● Avoid flood risk and/or coastal erosion in selecting sites and zoning of lands for development ● Maintain water abstraction, run-off and recharge within carrying capacity (including future capacity) at environmentally sustainable levels. ● Maintain the quality of and access to assets such as aquifers, aggregates, transport, and all physical and social infrastructures

4. Consideration of Alternatives

4.1 Identification of Alternatives

The issue of alternatives is a critical function of the SEA process and is necessary to evaluate the likely environmental consequences of a range of alternative development strategies for the plan area within the constraints imposed by environmental conditions.

Five alternative development scenarios were considered for this Vision. These alternatives were formulated taking into account the following factors:

- Current planning policy at a national, regional, county and university level, and current developments being progressed by the university.
- The current natural environment of the campus, including its biodiversity, flora, fauna, water, soil and landscape, and the requirement to protect and enhance this.
- UCD's role as a major higher education facility for the Greater Dublin Area and Ireland, and its requirement to fulfil this role, by adequately providing for the educational needs of the region and state.
- Population growth and decline, and the need to respond to such changes by providing an appropriate academic capacity to match future demands.
- Human induced climate change, the current greenhouse gas emissions generated by the campus, and the requirement for UCD to play its part in reducing greenhouse gas emissions and combating global climate change.
- The pressure which alternative development scenarios would place on material assets, and the additional physical and social infrastructure which may be required.

The first alternative presents a Do Nothing scenario, in the absence of any Vision, while the second alternative presents a broadly similar version of this, with minor modifications and where a Vision exists to provide a framework of how students would like to see the campus develop into the future.

The remaining three alternatives present more radical scenarios, to respond to a significant drop in demand for third level education, a significant increase in demand, and to significantly increase the response to climate change and environmental issues.

4.2 Possible Alternatives

Alternative 1: No Vision

This alternative presents a Do Nothing scenario, and assumes that there is no UCD Students' Strategic Vision. Under this scenario, the campus will continue to develop as it currently is, in line with the UCD Strategic Campus Development Plan. Overall, the campus

is considered to be developing in the right direction, and the impacts of this scenario are generally positive. However, there is limited student involvement in the future development of the campus, and many of the issues and suggestions which students would like to see addressed are likely to take significantly longer to implement than they would in a scenario with a Vision in place.

Alternative 2: Continued Orderly Development of the Belfield Campus

This alternative promotes the continued orderly development of the Belfield Campus, enabling UCD to fulfil its role as a major higher education facility for the Greater Dublin Area, the State, and internationally. It is broadly similar to the No Vision scenario, but introduces a UCD Students' Strategic Vision, which provides a framework of how students would like to see the campus develop into the future. There is significantly more student involvement in the planning and design of new developments, along with a lot of student initiative and involvement in implementing positive changes on the campus. No significant additional infrastructure is proposed, although this scenario calls for the completion of many already existing proposals, without further delay.

Alternative 3: Low Intensification of the Belfield Campus

This alternative presents a scenario where the development of the campus slows down to a minimum, and where the focus of development shifts from expanding to accommodate more students, to solely catering for the existing student population. Due to the lower levels of development required, this alternative would have much lower overall impacts than other alternatives would. There would be no further intensification of the university campus, and as all efforts and investment could be focused onto the existing student population, many issues and suggestions could be implemented quicker and easier than in other alternatives. However, this scenario provides for no increase in the student population, restricting the opportunities for third level education in the Greater Dublin Area and Ireland. It could be the most appropriate option where demand for third level education is falling, or where other universities and colleges are able to accommodate the predicted demand.

Alternative 4: High Intensification of the Belfield Campus

This alternative presents a scenario where the campus develops more intensely and at a significantly faster rate towards its ultimate capacity, estimated to be in the region of around 80,000 students. This would require significant additional development of academic facilities, as well as sport and leisure facilities, and significantly more on-campus student housing. It would likely result in the replacement of many older buildings with more land efficient higher rise buildings, as well as a significantly higher building coverage across the campus, posing significant challenges for the natural environment and parkland setting of the campus, as well as the capacity of infrastructure on the campus. Outside of the campus, significant improvements in transport infrastructure would also be required to accommodate the significant increase in students, including an underground metro line connecting the campus to the city centre.

Alternative 5: Fully Environmentally Sustainable Campus

This alternative is similar to alternative 2, in that it promotes the continued orderly development of the Belfield Campus, but it also proposes for the campus to be fully environmentally sustainable, in order to significantly increase the response to climate change and environmental issues. Under this scenario, the university would generate all of its energy and water needs through its own renewable resources, and would manage all of its own waste. All commuting to the campus would be undertaken by walking, cycling or public transport, and all existing parking would be removed, other than disabled and occasional spaces. While this scenario would provide very positive environmental impacts, it could also cause significant disruption to students, and place pressure on certain infrastructure.

4.3 Consideration against Strategic Environmental Objectives

Potential Likely Impacts P = Potential Positive Impact U = Potential Uncertain Impact													
	N = Potential Neutral Impact		M = Potential Negative Impact		Biodiversity	Water	Soil	Landscape	Cultural Heritage	Human Beings	Air	Climatic factors	Material Assets
List of Alternatives \ Types of Impacts													
Alternative 1: No Vision	N	N	N	N	N	N	N	N	N	N	N	N	N
Alternative 2: Continued Orderly Development of the Campus	N	N	N	N	N	P	N	P	P				
Alternative 3: Low Intensification of the Belfield Campus	N	N	N	P	N	U	N	P	U				
Alternative 4: High Intensification of the Belfield Campus	M	M	M	U	U	P	N	N	P				
Alternative 5: Fully Environmentally Sustainable Campus	N	P	P	N	N	M	P	P	M				

The impacts of a No Vision scenario are generally assumed to be neutral, with no significant changes from the current baseline and trends.

The Continued Orderly Development of the Campus, where a Vision exists to provide a framework of how students would like to see the campus develop into the future, is anticipated to have potential positive impacts on human beings, climatic factors and material assets. This is due to the increased involvement of students in developments on the campus, and the initiative and involvement of students in implementing positive changes on the campus.

A Low Intensification scenario is anticipated to have a potential positive effect on landscape and climatic factors, however the impacts on human beings and material assets are uncertain, as it is unclear whether the university would have sufficient academic capacity to

meet the needs of students and fulfil its role as a major provider of third level education for the Greater Dublin Area and Ireland.

A High Intensification scenario is anticipated to have potential negative impacts on biodiversity, water and soil, due to the large scale construction works involved, and the increase in building coverage. The impacts of new developments on landscape and cultural heritage are also uncertain, although good design and engineering could mitigate these potential impacts. There would likely be a positive impact on human beings and material assets, as additional infrastructure would be created to serve the campus, and the educational capacity of the university would be increased, creating additional opportunities for people to attend third level education.

A Fully Environmentally Sustainable scenario is anticipated to have a potential positive impact on environmental factors, including water, soil, air, and particularly climatic factors. However, there are potential negative impacts for human beings and material assets, as forcing the campus to develop in this direction could cause significant disruption to students and staff, and could create pressure on existing infrastructure. For example, those who currently commute by car would be disrupted, and removing all parking could place significant pressure on surrounding streets and residential areas for parking.

Overall, No Vision and the Continued Orderly Development of the Campus are the only scenarios in which there are no potential negative or uncertain impacts. The Continued Orderly Development of the Campus scores more positively than a No Vision scenario, and is considered to be the optimum alternative for the UCD Students' Strategic Vision.

In the longer term, changes to population and demand for third level education may require a Low Intensity or High Intensity scenario, which can be considered during the preparation of any future or updated Vision. A Fully Environmentally Sustainable Campus would be the eventual best case scenario, although significant progress would need to be made to ensure it can be realised without creating significant disruption.

5. Likely Significant Effects of the Vision

5.1 Strategic Environmental Assessment of Vision Measures

Potential Likely Impacts P = Potential Positive Impact N = Potential Neutral Impact U = Potential Uncertain Impact M = Potential Negative Impact	Biodiversity	Water	Soil	Landscape	Cultural Heritage	Human Beings	Air	Climatic factors	Material Assets
	List of Vision Measures \ Types of Impacts								
Strategic Priority 1: Promote the orderly development of the Belfield Campus, enabling UCD to fulfil its role as a major higher education facility for the Greater Dublin Area, the State, and Internationally									
Measure 1.1: Develop the campus in a land and space efficient manner	U	U	U	P	N	P	N	P	P
Measure 1.2: Refurbish and modernise older academic buildings to bring them up to the standard required for a modern university	N	P	N	N	N	P	N	N	N
Measure 1.3: Provide additional building capacity to meet the needs of an expanding university and student population	M	M	M	U	N	P	N	P	P
Measure 1.4: Protect the character and heritage of historic buildings and features on the campus	N	N	N	P	P	P	N	N	N
Measure 1.5: Ensure high quality design in all future developments on the campus	P	N	N	P	P	P	P	P	N
Measure 1.6: Involve students in the design process for new developments	N	N	N	N	N	P	N	N	N
Measure 1.7: Support the relocation of existing teaching uses in Richview to new purpose built facilities in a more central location within the campus	M	M	M	U	U	P	N	P	P
Measure 1.8: Support the preparation of a local community plan for the Clonskeagh and UCD area	N	N	N	P	P	P	P	P	P
Strategic Priority 2: Preserve and enhance the natural environment and parkland setting of the Belfield Campus									
Measure 2.1: Protect the woodlands, natural features and recreational spaces of the campus from future development	P	P	P	P	N	P	P	P	N
Measure 2.2: Consolidate parking spaces into underground and multi-storey facilities, to remove the impact of surface parking on the landscape	U	U	U	P	P	P	P	P	P
Measure 2.3: Increase the amount of trees and planting to maximise biodiversity on the campus	P	P	P	P	N	P	P	P	N
Measure 2.4: Determine the amount of carbon sequestered by the campus, and examine the potential for UCD to become a carbon neutral campus	P	N	N	N	N	P	P	P	N

Strategic Priority 3: Promote a culture of sustainability among the campus community									
Measure 3.1: Improve awareness of the importance of sustainability on the campus and the role that students can play	P	P	P	P	P	P	P	P	P
Measure 3.2: Support student projects and campaigns related to sustainability or the environment	P	P	P	P	P	P	P	P	P
Measure 3.3: Introduce successful waste segregation across the campus	P	P	P	N	N	N	P	P	P
Measure 3.4: Provide financial incentives to use reusable alternatives instead of disposable items	P	P	P	N	N	N	P	P	P
Strategic Priority 4: Minimise the amount of waste generated by the university									
Measure 4.1: Reduce the amount of non recyclable waste available on the campus	P	N	N	N	N	N	N	P	P
Measure 4.2: Replace disposable items with reusable alternatives	P	N	N	N	N	N	N	P	P
Measure 4.3: Provide an adequate number of water fountains around the campus	P	N	N	N	N	P	N	P	P
Measure 4.4: Discourage use of paper for class handouts and assignment submission	P	P	P	N	N	N	N	P	N
Measure 4.5: Transition UCD's promotional material away from paper	P	P	P	N	N	N	N	P	N
Strategic Priority 5: Minimise UCD's energy and water usage, through infrastructure improvements, and more sustainable behaviour by students and staff									
Measure 5.1: Support infrastructure improvements which reduce energy and water usage	N	P	P	N	N	N	N	P	P
Measure 5.2: Create a leaderboard across buildings or departments to encourage energy and water savings through competition	N	P	P	N	N	N	N	P	P
Measure 5.3: Set up a network of volunteer ambassadors in each building to switch off lights/computers when not in use	N	P	P	N	N	N	N	P	P
Strategic Priority 6: Make it easier and safer to access the campus by walking and cycling									
Measure 6.1: Support the implementation of the Greater Dublin Area Cycle Network Plan	U	N	N	P	N	P	P	P	P
Measure 6.2: Improve the safety of entrances to the campus	N	N	N	N	N	P	P	P	P
Measure 6.3: Provide additional bicycle parking where required	N	N	N	N	N	P	P	P	P
Measure 6.4: Provide adequate facilities for cyclists	N	N	N	N	N	P	P	P	P
Measure 6.5: Remove all barriers and obstacles to internal movement within the campus, particularly for pedestrians, cyclists and those with mobility impairments	N	N	N	P	N	P	N	N	P
Measure 6.6: Prepare and implement a wayfinding strategy for the campus	N	N	N	N	N	P	N	N	N
Measure 6.7: Create an umbrella sharing scheme between buildings on the campus	N	N	N	N	N	P	N	N	N

Strategic Priority 7: Significantly improve access to the campus by public transport									
Measure 7.1: Support the implementation of the BusConnects Dublin Area Bus Network Redesign	N	N	N	N	N	P	P	P	P
Measure 7.2: Support the implementation of the BusConnects Core Bus Corridor Project	M	N	N	U	U	P	P	P	P
Measure 7.3: Enhance connections between UCD and nearby rail services	N	N	N	N	N	P	P	P	P
Measure 7.4: Address legacy issues of buses not serving UCD in the late evenings and night due to antisocial behaviour	N	N	N	N	N	P	N	N	P
Measure 7.5: Support the introduction of 24 hour services on key bus corridors in Dublin, including past UCD	N	N	N	N	N	P	N	N	P
Strategic Priority 8: Encourage a shift from car commuting to more sustainable travel modes, while facilitating car access for those who have a genuine need for it									
Measure 8.1: Consider possible incentives to encourage and promote sustainable commuting	N	N	N	N	N	P	N	P	P
Measure 8.2: Better manage parking to facilitate car access for those who require it, while discouraging driving for those who could easily use a more sustainable mode	N	N	N	P	N	P	N	P	P
Measure 8.3: Facilitate and support carpooling, where appropriate	N	N	N	N	N	P	N	N	P
Measure 8.4: Provide an accessible car club for short term car use	N	N	N	N	N	P	N	N	P
Measure 8.5: Develop an off campus park and ride site which is more easily accessible from the motorway network	M	N	N	U	N	P	N	P	P
Measure 8.6: Develop a public transport only link between the M50 motorway at Sandyford and the UCD Campus, along the Dublin Eastern Bypass Reservation	M	N	N	U	U	P	N	P	P
Strategic Priority 9: Ensure that academic facilities and resources, teaching and study spaces, and library and technology services adequately meet the needs of students programmes and modules									
Measure 9.1: Provide additional study spaces, particularly during exams	N	N	N	N	N	P	N	N	P
Measure 9.2: Provide better monitoring and enforcement of vacant study spaces	N	N	N	N	N	P	N	N	P
Measure 9.3: Provide a power source at all study and lecture spaces	N	N	N	N	N	P	N	N	P
Measure 9.4: Provide a sufficient number of computers for students to use	N	N	N	N	N	P	N	N	P
Measure 9.5: Improve Wi-Fi availability and quality in poor patches throughout the campus	N	N	N	N	N	P	N	N	P
Measure 9.6: Provide a facility for students to view the availability of rooms for computer and study use	N	N	N	N	N	P	N	N	P

Strategic Priority 10: Ensure that the availability or cost of student accommodation is not a barrier to studying in UCD

Measure 10.1: Support the development of the UCD Student Residences Masterplan	M	M	M	U	N	P	P	P	P
Measure 10.2: Support the development of off-campus student accommodation in the vicinity of the campus	M	M	M	U	N	P	P	P	P
Measure 10.3: Provide incentives to residents in the local community to rent any spare rooms to students at an affordable rate	N	N	N	N	N	P	P	P	N
Measure 10.4: Provide UCD Students' Union with adequate resources to support students seeking accommodation	N	N	N	N	N	P	N	N	N

Strategic Priority 11: Provide a sufficient choice of food, retail and residential services, to cater for the increasing student and residential population of the campus

Measure 11.1: Improve the opening hours of food and retail outlets, particularly during the evenings and at weekends	N	N	N	N	N	P	N	N	N
Measure 11.2: Examine the affordability of food on the campus	N	N	N	N	N	P	N	N	N
Measure 11.3: Improve the quality and selection of food, better catering for lifestyle choices and dietary requirements	N	N	N	N	N	P	N	N	N
Measure 11.4: Provide higher quality food outlets	N	N	N	N	N	P	N	N	N
Measure 11.5: Provide more self catering options for students and residents	N	N	N	N	N	P	N	N	N
Measure 11.6: Provide a large supermarket or convenience store on the campus	N	N	N	U	N	P	N	N	N

Strategic Priority 12: Develop and expand sport and leisure facilities, to adequately cater for the activities of students, societies and sports clubs

Measure 12.1: Support the holding of a referendum to retain the student centre levy, to fund the development and expansion of sport and leisure facilities	M	M	M	U	N	P	U	U	P
Measure 12.2: Improve Astra Hall to make it more functional	N	N	N	N	N	P	N	N	N
Measure 12.3: Provide a purpose built rehearsal space for performing arts uses	N	N	N	N	N	P	N	N	N
Measure 12.4: Provide additional storage space for societies and clubs	N	N	N	N	N	P	N	N	N
Measure 12.5: Provide additional sports hall facilities	M	M	M	U	N	P	N	N	P
Measure 12.6: Provide additional gym facilities and equipment	U	N	N	N	N	P	N	N	N
Measure 12.7: Support the development of a new athletics track	M	U	U	U	N	P	N	N	P
Measure 12.8: Provide more specialised facilities for specific sports	U	U	U	U	N	P	N	N	P

Strategic Priority 13: Promote a lively, vibrant and safe social life on the campus, day and night									
Measure 13.1: Provide a suitable platform to increase awareness of student activities and events	N	N	N	N	N	P	N	N	N
Measure 13.2: Provide students, societies and clubs with sufficient support to facilitate the successful running of their activities and events	N	N	N	N	N	P	N	N	N
Measure 13.3: Provide additional seating areas around the campus and more spaces to hang out and socialise	N	N	N	N	N	P	N	N	N
Measure 13.4: Provide a dedicated space for informal creative arts uses	N	N	N	N	N	P	N	N	N
Measure 13.5: Provide sufficient opportunities to socialise during the evening and night, without having to leave the campus	N	N	N	N	N	P	N	N	N
Measure 13.6: Encourage more activity in the centre of the campus during the evening and night	N	N	N	N	N	P	N	N	N
Strategic Priority 14: Promote UCD as a diverse, inclusive community where students of all backgrounds, culture and ability are treated equally and supported appropriately									
Measure 14.1: Make awareness of diversity and inclusion a part of the orientation for incoming students	N	N	N	N	N	P	N	N	N
Measure 14.2: Support student projects which raise awareness of diversity and inclusion on the campus	N	N	N	N	N	P	N	N	N
Measure 14.3: Ensure that activities and events are accessible to all students	N	N	N	N	N	P	N	N	N
Measure 14.4: Ensure that all facilities can cater for the needs of all students	N	N	N	N	N	P	N	N	N
Measure 14.5: Provide facilities for students to relax and get away from everything	N	N	N	N	N	P	N	N	N
Measure 14.6: Provide clear and sufficient information to students about the supports available to them, and where they can access various types of support	N	N	N	N	N	P	N	N	N
Measure 14.7: Provide a group therapy space within the UCD Health Centre	N	N	N	N	N	P	N	N	N
Strategic Priority 15: Ensure that this Students' Strategic Vision is realised and has a positive influence on the future development of the UCD campus									
Measures Not Applicable - Only refer to the implementation of measures previously listed									

The potential significant impacts listed in the table above will now be discussed in further detail below, under each impact type. Where a neutral impact is identified no further discussion is deemed necessary. In general terms, the Vision in its current form will have a positive effect on the environment as a whole.

5.2 Biodiversity, Flora and Fauna

The likely impacts on biodiversity, flora and fauna are mostly positive, although there are a significant number of potential negative and potential uncertain impacts. For measures which promote high quality design, aim to preserve and enhance the natural environment of the campus, promote a culture of sustainability, and minimise waste generation, significant positive impacts are anticipated.

For those measures which involve large scale construction works, there are potential significant negative impacts, primarily related to the possible loss or destruction of habitats during construction works. These include Measures 1.3 and 1.7 (new academic buildings), 7.2, 8.5 and 8.6 (new transport infrastructure), 10.1 and 10.2 (new student residences), and 12.1, 12.5 and 12.7 (student centre expansion and sporting facilities).

In these cases, the loss of some habitats is likely unavoidable, but mitigation measures can be put in place to minimise habitat loss and to provide replacement habitats during construction. None of the potentially impacted habitats are either protected as a European site or a national site.

For those measures which involve smaller scale construction works, there are potential uncertain impacts, again related to possible habitat loss. These include Measures 1.1 (efficient development of the campus), 6.1 (cycling infrastructure), and 12.6 and 12.8 (gym expansion and specialised sports facilities). For Measure 2.2 (consolidation of parking), while the construction of underground or multi-storey parking may require the loss of some habitat, the reduction of surface parking will also provide space for new habitats to develop.

5.3 Water

The likely impacts on water quality are predominantly positive, but with a number of potential negative and potential uncertain impacts. Again, similar to biodiversity, the potential negative and uncertain impacts are primarily related to those measures which involve construction works.

For those measures which involve large scale construction works, there are potential significant negative impacts to groundwater during the construction phase, and surface water following completion. These include Measures 1.3 and 1.7 (new academic buildings), 10.1 and 10.2 (new student residences), and 12.1 and 12.5 (student centre expansion). Good design and engineering should help to mitigate some of these impacts.

For those measures which involve smaller scale construction works, there are potential uncertain impacts, again related to groundwater and surface water. These include Measures 1.1 (efficient development of the campus), 2.2 (consolidation of parking), and 12.7 and 12.8 (new sporting facilities). Again, good design and engineering should help to avoid and mitigate these potential impacts.

Those measures which aim to preserve and enhance the natural environment, promote a culture of sustainability, minimise waste generation, and minimise energy and water usage, are anticipated to have a positive impact on water quality. The refurbishment and modernisation of older academic buildings should also have a positive impact on water quality.

There are no estuarine or coastal waters in the vicinity of the campus which would be likely to be impacted.

5.4 Soil

The likely impacts on soil are nearly identical to the impacts of water, again predominantly positive, but with a number of potential negative and potential uncertain impacts, and primarily related to those measures which involve construction works.

For those measures which involve large scale construction works, there are potential significant negative impacts on soil quality during the construction phase. These include Measures 1.3 and 1.7 (new academic buildings), 10.1 and 10.2 (new student residences), and 12.1 and 12.5 (student centre expansion). Good design and engineering should help to mitigate some of these impacts.

For those measures which involve smaller scale construction works, there are potential uncertain impacts on soil quality. These include Measures 1.1 (efficient development of the campus), 2.2 (consolidation of parking), and 12.7 and 12.8 (new sporting facilities). Again, good design and engineering should help to avoid and mitigate these potential impacts.

Those measures which aim to preserve and enhance the natural environment, promote a culture of sustainability, minimise waste generation, and minimise energy and water usage, are anticipated to have a positive impact on soil quality.

5.5 Landscape

For those measures which involve large scale construction works, there is significant uncertainty in relation to their impacts on the landscape. These include Measures 1.3 and 1.7 (new academic buildings), 7.2, 8.5 and 8.6 (new transport infrastructure), 10.1 and 10.2 (new student residences), and 11.6, 12.1, 12.5, 12.7 and 12.8 (new student and sporting facilities).

However, all of these uncertain impacts should be easily resolvable through high quality design and careful consideration of the landscape throughout the design process of individual developments. If designed properly and in relation to their surrounding context, many of these projects could have a potential positive impact on the landscape.

Those measures which relate to the efficient development of the campus, protecting and enhancing the natural environment, and which support pedestrian and cycle infrastructure, are anticipated to have a predominantly positive impact on the landscape.

5.6 Cultural Heritage

Limited impacts to cultural, architectural and archaeological heritage are anticipated. Measures which relate to high quality design, the protection of historic buildings and features, and greater awareness are expected to have a positive impact on cultural heritage.

The impacts of Measure 1.7, which supports the relocation of existing teaching uses in Richview, are uncertain. This is because the future use of the historic Richview buildings is currently unknown. The impacts of Measures 7.2 and 8.6, which support transport infrastructure outside of the campus, are also uncertain, as the scale and construction details of these infrastructure projects are currently uncertain.

5.7 Human Beings

As the purpose of this Vision is to provide a perspective of how students would like to see the UCD Campus develop into the future, human beings have been at the centre of the development of this Vision. Nearly all of the measures proposed are expected to have a potential positive impact on population and human health, and no significant negative or uncertain impacts to population or human health are anticipated.

Measures which improve the campus environment, improve transport accessibility, and improve student or sporting facilities are all anticipated to have a positive impact on reducing stress, and a positive impact on students physical and mental health. Measures which improve or provide additional study facilities, accommodation, food and retail options, and social life and spaces are also anticipated to provide a better environment for students and a resulting positive impact, while those which relate to diversity, inclusion and supports should have a directly significant positive impact on human beings.

5.8 Air

The potential impacts on air quality are anticipated to be predominantly positive. Measures which aim to preserve and enhance the natural environment and parkland setting of the campus are expected to have a significant positive impact on air quality, through encouraging biodiversity and photosynthesis, while measures which aim to promote a culture of sustainability among the campus community are expected to have a potential positive impact, through more sustainable practices which reduce emissions.

Measures which support sustainable transport modes are expected to have a significant positive impact, through reducing private vehicle usage and associated emissions, while

measures which encourage more student accommodation on-campus or in the vicinity of the campus are also expected to have a positive impact, by reducing the need for many students to commute, and the transport emissions associated with this. Other measures expected to have a potential positive impact on air quality include those which support high quality design in new developments, and the preparation of a local community plan.

The only measure for which significant effects on air quality are uncertain relates to the development and expansion of sport and leisure facilities, as there is uncertainty in relation to the chemicals used to maintain and clean some facilities. No significant negative impacts to air quality are anticipated.

5.9 Climatic Factors

The potential impacts on climatic factors are anticipated to be predominantly positive, similar to air quality in many cases. Measures which support the future sustainable development of the university, new academic facilities and high quality design, are all expected to have a significant positive impact, through improving the overall efficiency of the university, and by providing education to large numbers of future students.

Measures which aim to preserve and enhance the natural environment and parkland setting of the campus are expected to have a significant positive impact on climatic factors, through encouraging biodiversity and carbon sequestration, while measures which aim to promote a culture of sustainability among the campus community, minimise the amount of waste generated by the university, and minimise UCD's energy and water usage, are expected to have a potential positive impact, through more sustainable practices and a reduction in greenhouse gas emissions.

Measures which support sustainable transport modes are expected to have a significant positive impact, through reducing private vehicle usage and associated greenhouse gas emissions, while measures which encourage more student accommodation on-campus or in the vicinity of the campus are also expected to have a positive impact, by reducing the need for many students to commute, and the transport emissions associated with this.

Similar to air quality, the only measure for which significant effects on climatic factors are uncertain relates to the development and expansion of sport and leisure facilities, as there is uncertainty in relation to the chemicals used to maintain and clean some facilities. No significant negative impacts to climatic factors are anticipated.

5.10 Material Assets

The potential impacts on material assets are anticipated to be predominantly positive. No significant negative or uncertain impacts to material assets are anticipated. Measures which support the future sustainable aim to improve and provide additional academic facilities, student housing, and sport and leisure facilities, are expected to have a significant positive

impact on the material assets of the university, and its capacity to attract and educate large numbers of students.

Measures relating to walking, cycling and public transport, as well as encouraging sustainable travel modes, are expected to have a significant positive impact on transport infrastructure and services, and on reducing traffic congestion and journey times. Measures which promote a culture of sustainability, and which aim to minimise waste generation, as well as energy and water usage, are expected to have a significant positive impact on waste management and energy infrastructure.

6. Conclusion

This assessment has identified that most aspects of this Vision are not anticipated to have any significant impacts on the environment, however certain aspects, primarily related to construction activity, have the potential to give rise to significant negative effects on the environment. Any such impacts relating to construction activities will be assessed through the Environmental Impact Assessment process as part of the planning process.

In conclusion, this Vision is not anticipated to give rise to significant negative effects on the environment, and many of the measures proposed within it are likely to result in positive impacts on the environment.