ARCHITECTURE

Postgraduate programmes in Architecture
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Student work by Jamil Toorab
ARCHITECTURE AT OXFORD BROOKES

The School of Architecture combines poetics and materiality to achieve excellence. Our unique portfolio of programmes links research, practice and teaching, and offers students and staff a self-determined trajectory. We are distinctive in our combination of transdisciplinary approaches to the design studio, engendering a culture of professional innovation and experimentation.

We aim to produce an international graduate who has applied specialism in design, an understanding of transdisciplinary working practices and is confident, articulate, intellectually engaged and independent.

With a clear focus on our academic, research and personal literacy we deliver a global graduate to lead in an internationalised market. The Part 2 programmes enable students to engage in live research projects and to work in transdisciplinary teams for both summative and formative assessment.

RESEARCH
The school enjoys an excellent reputation for the quality of its research. We are internationally recognised for work across a wide range of fields: low carbon technologies, architectural humanities, technology, development practice and vernacular architecture. The school continues to build on this reputation through the development of new areas of research such as research by design, and through the organisation of conferences and the dissemination of its research through publications, exhibitions and knowledge transfer partnerships.

The implementation of an e-portfolio submission is indicative of the school’s forward thinking approach to assessment and recognition of the changing delivery mechanisms in the world of practice. The design studios are taught in dedicated studios at Part 2. The Part 1 and 2 programmes link through shared student working spaces and student involvement in crits alongside invited guests.

ESTABLISHED REPUTATION
The work in the school repeatedly wins awards at national and international level. This recognition is testament to the quality of the people, the place, the environment and the culture engendered. We value our students and staff highly and the result is a school collectively pushing the academic agenda in architecture.

LIVE PROJECTS
Students in the school make valuable contributions to the learning experience, such as the introduction of sustainable construction workshops and live projects. The design work illustrates the high quality expected from all in the School of Architecture.

The school actively encourages students to participate in live projects and at present has five projects in and around the city of Oxford; a refit, a redesign of an interior, a pavilion, a self-build, and a substantial new build. This enables students to work with staff and external stakeholders, and learn through building. The school exhibits work externally throughout the year and draws on local and London practices to deliver the technology and practice in its portfolio. The school runs a focus group with leading architects to explore the needs of the profession in context to education.

CAREERS AND DEVELOPMENT
The school’s employment record in the current recession is exemplary, which demonstrates the alignment of the programmes with the needs of practice. The school Practice, Management and Law at Parts 1, 2, and 3, bring leading architects, lawyers and business people in to educate the students. The workshops in this area enable the students to link up with their own design projects.

The validation criteria are a strong foundation on which to build an exceptional student experience and a strong graduate. Students engage in applied learning into design, through the lecture, seminar and workshop format. The criteria are revisited in different contexts to enable students to explore the possibilities through alternate academic and practice positions.

The Student Hub in the Abercrombie Building
“When our students leave Oxford Brookes University they leave with something very distinct, very individual and very highly regarded by the profession.”

Matt Gaskin, Head of Architecture

FACILITIES
The School of Architecture is based in the impressive new purpose-built Abercrombie building, opened in the summer of 2012. The design studios offer a range of project scales and contexts and a plethora of design approaches, which encourages you to be distinctive in your work.

The school workshop offers woodworking and laser cutting, and the print room numerous high quality and affordable production methods, including 3D printing.

TEACHING AND LEARNING
The school signs up to a fully integrated approach to both teaching and assessment. The assessment embeds at key points into the delivery of teaching. The programmes employ peer assisted learning and self-assessment, which promotes independent learning and critical reflection. The student engagement enables the cross fertilisation of applied learning to be realised and explored.

Research linked to teaching is applied and practised in the school through internal and external exchange; conference, live project, exhibition. This combination enables a rich dialogue that explores the combined effect of differing positions. Annual field trips embed empirical learning into the student experience; local, European and international.

In June 2012 the School of Architecture, Oxford celebrated its eighty fifth anniversary. From the one-room base of 1927 through to its current location overlooking Oxford, the school has always embraced change and innovation in its portfolio of programmes. The location of Oxford offers some of the most historically significant architecture in the world and access to some of the best modern architecture, produced by world-renowned contemporary architects. This highly desirable and rare resource sits right on the doorstep of the School of Architecture at Oxford Brookes University.

Matt Gaskin
Head of the School of Architecture
As an architecture student you’ll have access to superb facilities and resources to prepare you for professional practice. From the state of the art 3D printers and rendering computers with specialist programmes like Rhino3D and 3D Studio MAX in our digital studios, to the multipurpose space of the TDE Student Centre we incorporate the newest, freshest ideas in teaching.

We aim to help you develop your full potential not only as an architect but as an individual with the ability to create solutions and thrive on the challenges of rapidly changing environments. We use a wide range of teaching approaches from traditional lectures, seminars and tutorials to e-learning, studio-based teaching in our own purpose-built studio, workshop based practical work, demonstrations and site visits, role-play simulations, problem-solving exercises, group projects and more.

The new Abercrombie building was opened in the summer of 2012 and is where students from our School of Architecture are taught. Students in the school will benefit from brand-new, purpose-built facilities and an inspiring working environment. The new building houses studios and learning spaces, connected by glass walkways spanning an expansive full-height atrium. The open-plan work areas will aim to encourage close working, collaboration and idea sharing between disciplines and year groups. The Glass Tank exhibition space is on the ground floor of the building, providing a prominent position to exhibit university activity and the achievements of our students. The flexible space will suit creativity from sculptures and installations to shows and exhibitions.
CASE STUDIES
Live case studies play a big part in how we teach – we have strong links with local authorities, developers and the leisure industry – and you’ll see developments in Oxford and further afield through fresh eyes as they become part of your learning experience. Many of today’s leading professionals visit the school to lecture. Previous visiting professionals have included Sir Paul Smith, Kevin McCloud and Charles Holland from FAT Architecture. This year, internationally prominent visitors will include Stelarc, Jeremy Dixon and Roger Hawkins.

STUDIOS
Two large open-plan studios equipped for both traditional and digital working form the hub of the educational experience offered by the department, open 24-hours per day. Our digital facilities enable students to use the latest high-end software programmes including 3D Studio Max and MicroStation for modeling, together with leading CAD, web, image, and movie editing software, all running on a bank of 60 powerful workstations. Equipment and software are updated on a regular basis and are fully networked to digital projectors, a wide range of high-quality printers and plotters, and a laser cutter. In addition pooled rooms for use of programmes such as AutoCAD, ArchiCAD and Photoshop are available throughout the university for student use.

PRINT ROOM
The school’s print room includes high-quality plotting facilities linked to the third and fourth floor studios in the Abercrombie building, plus a large-scale copying machine and a 3D printer (rapid prototyper). In addition a wide range of cameras and photographic equipment is available on loan to students.

WORKSHOP
The school’s workshop provides dedicated spaces for student use for machining/joining materials and model-making, under the supervision of the full-time workshop manager. Facilities include a laser cutter plus a wide range of machinery and hand tools.

LABORATORY
The school maintains a dedicated and well equipped technology laboratory suitable for structures tests and demonstrations in steel, concrete and timber. The laboratory includes several large reaction frames, concrete mixing and casting facilities and cladding testing equipment.

UNIVERSITY LIBRARY
The university library has one of the best architecture collections in the UK. Our collection contains 340,000 books and 2,400 journal titles, plus a wide range of electronic sources, databases and catalogues. The architecture collection, which includes slides, videos and CD-Roms as well as a comprehensive holding of books and periodicals, is run by the full-time Architecture Librarian.
We offer a rich diversity of programmes at postgraduate level. Our current student population is drawn from a variety of countries and cultures worldwide, providing a vibrant learning experience for all.

We have five postgraduate programmes in the School of Architecture which are undertaken by students from around the world, with diverse backgrounds, and varied disciplines. This student body coupled with the staff energy and enthusiasm for the subject engenders a student-centred learning and teaching environment.

**APPLIED DESIGN IN ARCHITECTURE MArchD**
Applied Design in Architecture (MArchD) at Oxford Brookes is for those who wish to become professionally qualified in the UK and provides ARB/RIBA Part 2. It is also possible, through the Research-led Design specialisation, to spend half of the programme pursuing your own research and design programme.

**ARCHITECTURE MArch/PGDip**
The Advanced Architectural Design Module represents the core of the learning experience. Project-based learning is used in a studio environment to individually and collectively explore architectural design problems. The MArch programme concludes with the Dissertation Project in which individual students work with a supervisor on projects that have developed from the work of the design studio or appropriate Special Route.

**INTERNATIONAL ARCHITECTURAL REGENERATION AND DEVELOPMENT MA/PGDip/PGCert**
This unique international and multi-disciplinary programme focuses on both rural vernacular traditions and historic urban centres. The programme is offered at three levels: as a postgraduate certificate, a postgraduate diploma and a master's degree.

**SUSTAINABLE BUILDING: PERFORMANCE AND DESIGN MSc/PGDip/PGCert**
A key aim of the programme is to promote an interdisciplinary and strategic approach to design that will enable professionals to integrate their skills and co-operate in achieving genuinely excellent environmental performance in buildings.

**MORE DEGREE COURSES IN ARCHITECTURE**
See page 21 for more Architecture programmes presented by the Centre for Development and Emergency Practice.

Student work by Aaron Falconer
AN INTERVIEW WITH
BRINDA PARTH SHAH

Studied MA International Architectural Regeneration and Development 2003 to 2004

How did your scholarship enhance your experience of the course?
Without this scholarship, I would not have made it to study my master’s. Getting this kind of financial help for this course was really rewarding and inspiring to do the best at my capacity in the course.

Since completing your course what career opportunities have you taken up?
I started to teach as I was offered the post of an Assistant Professor at the Indubhai Parekh School of Architecture, Rajkot. Also, my husband and I run our own architectural practice to take up real life challenges of the profession and my firm won an Architect of the Year award from JK White Cement 2008 for our residential studio at Rajkot.

What are the best aspects of studying at Brookes?
Its location in Oxford. My course teachers and colleagues of different nationalities enriched my experiences. My halls of residence were very close to the university and made life really easy.

What advice do you have for others thinking of studying here?
The school offers interesting postgraduate courses and people who come to study these courses come from different professional and cultural backgrounds. It is advisable to share experiences and interact with other students.

Where you are working or what are you doing at the moment (in 2014)?
I returned to India in 2005 and designed our own Residential Studio with my partner, from where we currently offer Architectural Practice (www.ourpeopletree.co.in) and joined the Indubhai Parekh School of Architecture, Rajkot, as a lecturer for the undergraduate Architecture course. Currently I have students working on a village study programme and exploring theories on how to introduce ideas of Indian space matrix in design exploration. I am an associate professor at the same institution.

Have you had any achievements since you graduated from Brookes that your Brookes degree has helped you with?
I have been invited to a number of international conferences on vernacular architecture. My degree at Brookes helped me not only in academic pursuits but also gave me insight into suitable architecture for my country. Having to practise cultural constancy in design (which I learnt from my course at Brookes) gave us prestigious national architectural awards for our designs executed in India.

In 2013 I received the A+D Cera Awards Special Mention, in the Young Enthused Architect Category, for the project Rajsamdhiyala House, District Rajkot, Gujarat.
This programme is for those who wish to become professionally qualified in the UK and provides ARB/RIBA Part 2.

The programme is grounded on the belief that architects should be thinking well beyond the constraints of market forces and the traditional disciplinary limits of the profession, towards the forms, technology and spaces for a more sustainable future. This is a student-led programme, and you can have very different experiences within it depending on which choices of studios and courses you make.

YEAR 1: RESEARCH INTO DESIGN
This year has a very strong emphasis on acquiring in-depth knowledge of an architecturally important field of study and utilising that knowledge in design. This is achieved by taking one of the six ‘design specialisations’. You must choose which design specialisation is best for you.

The specialisations on offer are deliberately highly diverse to cater for the changing nature of the profession in practice. This course produces graduates for the global market and as such requires a high level of commitment from staff and students.

YEAR 2: DESIGN & TECHNOLOGY
This year is structured to enable you to synthesise a broad range of complex cultural, aesthetic, research and technical factors, and design specialisation learning into your major design project and portfolio. The year is spent participating in one of six design studios. All studios have control over their own programme of projects and each has a different view of architectural culture and promotes different design methods. The design studios are taught by some of the brightest designers and tutors in the country and consequentially their programmes demand high levels of creative and intellectual endeavour from you, as well as high levels of productivity. Their aim is to raise your design thinking, skills and production to the highest possible standard.

The design specialisations are:
- Advanced Architectural Design
- International Architectural Regeneration and Development
- Development and Emergency Practice
- Sustainable Building: Performance and Design
- Research-led Design
- Urban Design

Each of the design specialisations includes a design project or projects, to which you will apply your detailed learning.

Student work by Arief Jamarin
EXHIBITION
The end of year exhibition is the culmination of each year’s academic programme. It is not only a showcase for your work, but is in itself an important opportunity for you to develop spatial and presentation skills in a very immediate and hands-on way. All students must play a full role in designing, organising, making and maintaining the exhibition. To this end the exhibition is an integral part of your design studio and design specialisation programme.

RESEARCH EMBEDDED IN TEACHING
Research informs the very essence of the content of the MArchD programme, with staff actively involved in producing publications linked to teaching, engaging in live projects, and the production of exhibitions. This work synthesises the staff and student body in collective learning of staff, which shapes the very nature of the content of both the academic and research activities. This programme links in with the five research groups that run through the school which encapsulate the mantra that if you research you teach and if you teach you research.

Staff research includes development practice, vernacular studies, representation, digital technologies, and research by design, environmental studies, and cultural context. A number of students are now engaged in working with eminent scholars on research in the school and are helping to set the agenda for the future.

CAREER OPPORTUNITIES
Primarily the MArchD is aimed at producing architects that have the RIBA/ARB Part 2 and are then moving onto the Part 3 qualification in order to become a qualified architect. At the completion of the programme your portfolio includes design, technology, cultural context, management practice and law plus an expertise in development practice, design, sustainability, vernacular studies, or cultural context. In addition to the route as an architect, students on the programme have gone on to work for NGOs, as researchers, PhD students and academics. Architecture is a degree that offers diversity of career and this programme further supplements the opportunities to pursue your own personal path. The school is actively promoting live projects to enable recent graduates to learn both conceptually and pragmatically on a range of diverse scales.

ADMISSIONS REQUIREMENTS
Admission to the programme will normally be open to applicants who fulfill either of the following requirements:

1. Hold a good approved undergraduate honours degree (first or upper second) in architecture or a discipline relevant to architecture.
2. Possess an appropriate professional background and experience of designing architecture, or designing in a discipline that has a strong relationship or similarities to architecture.

ENGLISH LANGUAGE REQUIREMENTS
If your first language is not English, you will need IELTS 6.5 with at least 6.0 in reading and writing, 5.5 in listening and speaking or equivalent.

Find out about other acceptable English language qualifications and the UK Border Agency’s language requirements for student visas at www.brookes.ac.uk/international/apply/english

www.brookes.ac.uk/postgraduate/courses/ada
ARCHITECTURE
MArch/PGDip

At the heart of the MArch course is a unique idea about teaching design, which recognises intuition as the crucial element of learning.

Project-based learning is used in a studio environment to individually and collectively explore architectural design problems. There is a constant, conscious thread running through the projects. The theme is an investigation of inspiration: the way it appears in the creative mind in un-organised, uncontrolled form and how recognition of its importance can underlie the teaching of architecture.

At the heart of this approach to teaching is a set of values which redefine the function of architecture in terms of the human relationships that underlie society, how people really live and relate to each other and use the physical context of their environment. The studio is run by distinguished academics in the field; Professor David Greene, Professor Andrew Holmes and Toby Shew.

SEMESTER 1: URBAN CULTURES
The first semester is an organised fabric of reviews, workshops, tutorials and deadlines with students working both individually and in groups. Within this framework students engage in two strands of investigation:

- an in-depth research into the tectonic possibilities of a new material/s
- the analysis of a real site with the aim of generating a series of questions that demand an architectural response.

To begin with, students are asked to produce a large volume of work in a variety of media in a very short time, intuitively, without analytical conscious thought. Elements of the brief, such as site, the social context, the programme, materials and structure are then introduced to modify the initial work and themes and individual interests are introduced and developed.

SEMESTER 2
The second semester design studio focuses on the architectural implications of bringing the two apparently dissimilar strands of the first semester’s investigation into surprising conjunctions. Students are asked to approach the possibilities created by these apparently disconnected procedures in an entirely logical way. At this stage the studio places emphasis on the importance of developing your ability to demonstrate conceptual clarity, to locate your ideas in the spectrum of current and past architecture and to maintain a strong link between concept and product. The successful conclusion occurs when the final project, through conscious analysis and critique, is resolved both formally and psychologically, and is seen as having been embedded in the initial intuitive origin.
The design specialisations are:

- Advanced Architectural Design
- International Architectural Regeneration and Development
- Development and Emergency Practice
- Sustainable Building: Performance and Design
- Research-led Design
- Urban Design

Each of the design specialisations includes a design project or projects, to which you will apply your detailed learning.

CAREER OPPORTUNITIES

MArch students have found career opportunities around the world in both Architecture and other related disciplines. One of our students is leading an architectural research unit in Bangalore, whilst another is working at UCL, using the skills he learned to design artificial hearts. Another is using his 3D and digital skills to oversee diamond cutting operations.

The MArch course prepares its students to be resourceful, creative and to explore new ways that architectural practice can be applied to industry and research. The MArch provides an opportunity to further develop architectural skills that are applicable to contemporary design practice and our graduates are in demand from major international architectural offices across the globe.

The end of year exhibition is the culmination of the MArch academic programme. It is an opportunity to showcase your work while developing spatial and presentation skills in a very immediate and hands-on way. Students from other programmes will also display their work and all students must play a full role in designing, organising, making and maintaining the exhibition. The exhibition is an integral part of your design studio and design specialisation programme.

RESEARCH EMBEDDED IN TEACHING

Studio research is complemented by a series of challenging talks by visiting academics and practitioners at every stage of the process as well as a consistent programme of individual discussions and workshops with your tutors.

You will work both in groups and individually, exploring a new kind of architecture. The methods of exploration include techniques primarily associated with the movie industry, such as the making of collages, optical composites, physical models and drawings both by hand and computer. The tutors act as guides to reveal areas of interest so that you develop an individual approach to the brief, the programme and the realisation of a project.

ADMISSIONS REQUIREMENTS

Admission to the programme will normally be open to applicants who fulfill either of the following requirements:

- Hold a good approved undergraduate honours degree (first or upper second) in architecture or a discipline relevant to architecture.
- Possess an appropriate professional background and experience of designing architecture, or designing in a discipline that has a strong relationship or similarities to architecture.

ENGLISH LANGUAGE REQUIREMENTS

If your first language is not English, you will need IELTS 6.5 overall with at least 6.0 in reading and writing, 5.5 in listening and speaking or equivalent.

Find out about other acceptable English language qualifications and the UK Border Agency’s language requirements for student visas at www.brookes.ac.uk/international/apply/english

www.brookes.ac.uk/postgraduate/courses/march
INTERNATIONAL ARCHITECTURAL REGENERATION AND DEVELOPMENT
MA/PGDip/PGCert

The combined processes of globalisation, environmental change, the depletion of natural resources and technological development have resulted in an increasingly dynamic and interconnected world in which concerns for the loss of cultural heritage and identity are ever present.

This unique international and multi-disciplinary course focuses on both rural vernacular traditions and historic urban centres.

The role of professionals involved in the rehabilitation, regeneration and sustainable development of the inherited built environments around the world is to respond to this ever-changing context in a critical, dynamic and creative way. More innovative approaches and new ways of thinking have now become essential to secure a viable future for historic urban environments, traditional settlements and the world’s vernacular architecture. The essence of a successful place is often the practitioner’s ability to propose interventions that are as much innovative as they are historically, socially and culturally sensitive.

Our internationally renowned researchers and lecturers include Dr Aylin Orbasli, Dr Marcel Vellinga and Dr Paul Oliver.

SEMESTER 1
The focus of the first semester is a group of theoretical modules that introduce students to the fields of vernacular architecture, regeneration practice, globalisation and development. The core modules are supported by a range of optional modules enabling students to tailor their study to an area of regeneration that interests them most.

SEMESTER 2
Following a study visit to an international location, in the second semester students put the theoretical knowledge and skills gained in the first semester into practice through a design or applied project. The field study destination forms the basis of a project and may be an historic urban centre or a rural vernacular settlement. The project involves a regeneration strategy/masterplan for the chosen location, followed by a more detailed project for the regeneration and reuse of the built environment.

DISSERTATION
A dissertation or a major design project, supported by a project report, is a compulsory element of the MA programme. This component provides the opportunity to develop and apply research and design skills in a specific area of regeneration or development.

COURSE MODULES
Core modules for the PG Diploma and MA include:
- Architecture, Culture and Tradition
- Applications in Regeneration
- Regeneration and Development Project
- Globalisation, Environment and Development

In addition, two options selected from:
- Vernacular Architecture Sustainability and Development
- Development and Urbanisation
- Regeneration and Neighbourhoods
- Tourism Interpretation
- Urban Design Theory
- Urban Design Development Seminars
- Independent Study
- Master Classes
- Sustainable Tourism Planning

Student work by Siti Norhamizah Mohd Azmi
COURSE AIMS
The aim of the course is to provide students with the knowledge, skills and tools that will enable them to recognise the potential, and contribute creatively to the re-use, regeneration and development of the inherited built environment, including vernacular architecture, in countries around the world.

The MA in International Architectural Regeneration and Development is based on the ethos that the regeneration and development of the inherited built environment with its inherent social and cultural fabric, is an essential component of sustainable development. Building on an understanding in the fields of anthropology of architecture, urban conservation, rural development and cultural sustainability, the programme promotes an interdisciplinary approach that combines critical thinking and analysis with creative design. The programme draws on two established areas of expertise at Oxford Brookes University: international vernacular architecture studies and architecture in regeneration.

RESEARCH EMBEDDED IN TEACHING
The programme is embedded in the Place, Culture and Identity research group in the School of Architecture. This group brings together staff from a number of disciplinary backgrounds to research the multitude of ways in which places embody local cultural identities. Space and architecture are shaped by the culture and the identities of communities as much as those communities are shaped by their perception and use of space and architecture. Focusing on different types of places in various parts of the world (including urban, rural, contemporary, historic, vernacular and post-conflict zones), members of the group aim to gain a better theoretical understanding of both the nature of the process of place-making and the way it relates to aspects of culture, identity, memory, tradition, vernacular architecture, urban conservation and architectural practice. The group has a large number of PhD students associated with it, who take an active part in its research activities. The programme also acts as a preparation stage for the PhD programme. The research expertise of both staff and PhD students in the Place, Culture and Identity group feed directly into the IARD programme through lectures, seminars, master classes and design studio tutorials and reviews.

CAREERS AND PROFESSIONAL DEVELOPMENT
Careers in architectural regeneration can include a wide range of prospects including private-sector consultancy assignments, public-sector decision making positions or working for not-for-profit organisations delivering or assisting the regeneration process.

Graduates of this programme have gone on to work in a wide range of positions in the regeneration field internationally. Much of the success of a career in regeneration is combining the knowledge and skills learnt in the programme with professional skills gained in previous study and practice. Graduates with architecture backgrounds often go on to work in practices specialising in regeneration or rehabilitation. Younger graduates have found that regeneration expertise has given them an edge and therefore more responsibility in practices they are working at. Those with more experience have found opportunities to diversify and gain positions in consultancy or multi-disciplinary practices.

There are also a wide range of jobs in the non-governmental sectors, ranging from managing small non-governmental (charitable) organisations to working on projects for major donor bodies like UNESCO. Particularly overseas students, who have joined the programme from public sector assignments, have found that the degree has helped them both specialise and progress in their departments on their return. Other graduates have used the programme as a stepping stone for PhD study, at Brookes or elsewhere. Several former graduates are now teaching regeneration and conservation at degree and postgraduate levels.

COURSE STRUCTURE
The programme is organised on a module-credit basis, with each 20M credit module representing approximately 150 hours of student input, including approximately 36 hours of staff contact.

The programme will be offered at three levels:

- Postgraduate certificate (PG Cert)
- Postgraduate diploma (PG Dip)
- Master’s degree (MA).

In addition, Diploma in Architecture students at Oxford Brookes University may take the course as a Special Route. On completion of the Dip Arch, they can choose to progress to an MA.

ADMISSION REQUIREMENTS
Candidates are required to fulfil one of the following:

- Hold a good honours degree (2.1 or above) in a related discipline.
- Hold a recognised postgraduate diploma or professional qualification in a relevant subject.
- Are mature candidates, not satisfying any of the above conditions, who can demonstrate considerable practical experience in a related field.

ENGLISH LANGUAGE REQUIREMENTS
If your first language is not English, you will need IELTS 6.5 with at least 6.0 in reading and writing, 5.5 in listening and speaking or equivalent.

Find out about other acceptable English language qualifications and the UK Border Agency’s language requirements for student visas at www.brookes.ac.uk/international/apply/english

www.brookes.ac.uk/postgraduate/courses/iard
SUSTAINABLE BUILDING: PERFORMANCE AND DESIGN
MSc/PGDip/PGCert

The MSc/PGDip degree in Sustainable Building: Performance and Design provides students with the knowledge, skills and tools to be able to design, plan, construct, evaluate and advise on, the creation of low carbon, sustainable buildings as well as evaluate the environmental impacts of their decisions.

Over half the carbon dioxide emissions in the developed world are produced by buildings. As global concern increases about climate change, so does the importance of low-carbon, resource-efficient building. In order to minimise the enormous impact of buildings on the environment and positively promote alternative solutions, rapid changes are already taking place in the UK not only through legislation and tax incentives but also through the guidelines of the professions and through individual action to meet these pressing demands.

SEMESTER 1 AND SEMESTER 2
The programme, which is led by Dr Paola Sassi, comprises seven taught modules that provide students with the fundamental knowledge, skills and tools to evaluate the performance of buildings and designs in terms of their energy and resource use, and develop built environment solutions that are environmentally and socially sustainable. Building evaluation skills are developed in the Post Occupancy Building Evaluation module and concurrently the foundations to understand efficient building performance are set in the Building Physics module. Low carbon design is further investigated in the Advanced Low Carbon Building Technologies modules and through computer simulation in the Modelling and Passive Strategies module. The Sustainable Built Environment module introduces the broader issues associated with sustainably including spatially and in relation to social issues and provides the contextual framework for the Design in Context synoptic module where students can apply the knowledge they have gained to date.

DISSERTATION – SEMESTER 2 AND SUMMER TERM
The Research Methods module provides you with the skills to undertake rigorous and innovative research and the Dissertation module then provides the opportunity to further develop and apply these skills. Students deepen their knowledge of a subject of their choosing for the 50 credit Dissertation module and have the opportunity to become experts in that field.

EXHIBITION
The end of year exhibition is an opportunity to demonstrate sustainable design through student work and the exhibition design itself. It is the culmination of the year’s academic work and is attended by construction and other professionals from the whole of the south region and is therefore an effective showcase for student work. All students must play a full role in designing, organising, making and maintaining the exhibition.

Student work by Mina Samangooei

The compulsory modules for both the MSc and PGDip are:
- Building Physics
- Advanced Low Carbon Building Technology
- Modelling and Passive Strategies
- Post Occupancy Building Evaluation
- Sustainable Design in Context
- The Sustainable Built Environment

The compulsory modules for the MSc are:
- Research Methods and Design
- MSc Dissertation, to which you will apply your detailed learning
ADMISSIONS REQUIREMENTS
Candidates are required to fulfil one of the following:

- Hold an approved undergraduate honours degree (or equivalent) at first or upper second class in a relevant discipline, eg architecture, engineering or physics and other subjects related to the built and natural environments.
- Possess an appropriate professional background and experience in architecture, building or building servicing design.

ENGLISH LANGUAGE REQUIREMENTS
If your first language is not English, you will need IELTS 6.5 with at least 6.5 in all categories.

Find out about other acceptable English language qualifications and the UK Border Agency’s language requirements for student visas at www.brookes.ac.uk/international/apply/english
THE CENTRE FOR DEVELOPMENT AND EMERGENCY PRACTICE (CENDEP)

CENDEP brings together people from all disciplines and backgrounds to tackle knotty issues relating to poverty, conflict and disaster.

Founded in 1985, the Centre for Development and Emergency Practice (CENDEP) is a multidisciplinary centre that engages with real issues facing vulnerable and poorer people around the world. CENDEP is led by Professor David Sanderson, who has undertaken project management, training, research and consultancies in development and emergencies in over 30 countries in Africa, Asia, Latin America, Europe and the Caribbean.

CENDEP’s focus is on people-oriented approaches to reducing chronic poverty, measures that reduce the increasing risk of disaster, efforts to resolve conflict and the protection of vulnerable people through the fulfilment of human rights.

To these ends CENDEP undertakes research, consultancy and leads training and education programmes.

CENDEP hosts the award-winning master’s degree in Development and Emergency Practice (DEP), which in 2011 celebrated its 20th anniversary. The DEP is known and respected for its practice base and strong culture of student and practitioner collaboration. CENDEP also hosts the online PG Cert in Humanitarian Action and Conflict and the PG Cert in Shelter after Disaster, the first such programme of its kind.

Current research areas include:
- Developing metrics within shelter after disaster
- Improving senior leadership within the humanitarian sector
- The effectiveness of torture prevention
- Small change – enacting community-driven change in low income neighbourhoods in the UK
- Resilience, space and conflict
- Symbolic violence and reparation

www.oisd.brookes.ac.uk/architecture/cendep
POSTGRADUATE PROGRAMMES
Presented by the Centre for Development and Emergency Practice (CENDEP)

Our programmes are multi-disciplinary: each year students come from all kinds of backgrounds and walks of life.

While many of our students have extensive experience working within aid agencies and are looking to make sense of their experience, others may be wanting to become engaged in issues of poverty, development, conflict and disaster. Others still may have found themselves caught up in emergencies and are now looking to refocus their careers.

DEVELOPMENT AND EMERGENCY PRACTICE
MA/PGDip/PGCert
The programme is offered at three levels: as postgraduate certificate (PG Cert), postgraduate diploma (PG Dip) and a master’s degree (MA). Normally candidates enrol for the master’s degree, but it is possible to enrol directly on the PG Cert or PG Dip, either on recommendation from the admissions tutor, or as a stopping point en route to the MA.

SHELTER AFTER DISASTER
PGCert
While shelter after disaster has been a recognised field of work for at least thirty years, the systems and approaches for successful shelter delivery are far from clear. With a bewildering range of actors and contested debate over the best approaches, achieving equitable, sustainable and effective shelter after disaster can be complex and too often goes wrong. To these ends CENDEP’s approach to shelter after disaster is to learn from practice about what works best.

HUMANITARIAN ACTION AND CONFLICT
PGCert
A work-based online programme for humanitarian practitioners exploring issues related to conflict sensitivity and conflict transformation; culture and conflict and urban crises.

MORE DEGREE COURSES IN ARCHITECTURE
See page 8 for more Architecture programmes in architectural design, sustainability and vernacular architecture.
The award-winning master's degree in Development and Emergency Practice (DEP) provides a unique academic setting for the study of poverty, international development, conflict and disaster management.

With its core emphasis on practice, the programme offers students the opportunity to develop knowledge, skills and attitudes in the rapidly changing field of development and emergencies.

The programme attracts students from all backgrounds, from experienced practitioners to those new to development. Well over 800 students have attended the programme since 1991 from Africa, Asia, Latin America, Europe and the USA with many going on to join development and emergency organisations throughout the world.

**SEMESTER 1**
Students are introduced to conceptual approaches to understand linkages between poverty, development and emergencies. They develop sensitivities to diverse situations of conflict, the importance of international and legal instruments appropriate to these situations. Students also develop an appreciation of applied professional standards, partnership and ethical issues implied in emergency scenarios.

**SEMESTER 2**
Students apply the theoretical insights gained from the first semester to diverse emergency scenarios and develop participatory project planning and management strategies in these contexts. They deepen their knowledge of linkages between development and emergencies in the global contexts of climate change, humanitarian action, building of shelters, and peace-building efforts. They develop research skills and undertake a significant piece of research study in their interest area.

**COURSE AIMS**
Teaching and learning strategies are grounded in theory, case studies and field-based experience. The programme concentrates on the development of intellectual knowledge and the cultivation of academic skills including synthesis, analysis, interpretation, understanding and judgement. The programme also focuses on the practitioner’s approach, with particular reference to:

- the setting in which they work (poverty, conflict, power, vulnerability, capability, risk, urbanisation, environmental change and the history and dynamics of particular places, their people and their society)
- the set of approaches they adopt (community mobilisation, aid, advocacy, governance, risk reduction, livelihoods, humanitarian protection, accompaniment and empowerment)
- themselves (the personal motivations that drive and shape their own vocation, their particular personality, temperament, strengths, abilities and weaknesses).

The degree is recognised for its international reputation for pioneering education and training of humanitarian aid workers. Combining innovative practice-based study with a multi-disciplinary academic approach, its unique emphasis on educating humanitarian practitioners for work in war, political violence and disaster is a model for others.

Professor David Sanderson
The programme is open to all candidates who fulfil at least one of the following conditions:

- Hold a good honours degree in a relevant discipline.
- Hold a relevant recognised diploma or professional qualification.
- Have substantial and proven field experience.

ENGLISH LANGUAGE REQUIREMENTS

If your first language is not English, you will need IELTS 6.5 with at least 6.0 in reading and writing, 5.5 in listening and speaking or equivalent.

Find out about other acceptable English language qualifications and the UK Border Agency’s language requirements for student visas at:

www.brookes.ac.uk/international/apply/english

COURSE STRUCTURE

The course is offered at three levels: postgraduate certificate (PG cert), a postgraduate diploma (PGDip) and a master’s degree (MA). Students can choose from the menu of modules offered by the DEP course in accordance with the credits they need to complete to attain the Cert/Dip or degree.

RESEARCH EMBEDDED IN TEACHING

The teaching and learning methods on this programme reflect the wide variety of topics and techniques associated with sustainability, low-carbon and resource efficient design. Staff-led lectures provide the framework, background and knowledge base, and students are encouraged to probe deeper into the topics by further reading and review.

CAREERS AND PROFESSIONAL DEVELOPMENT

Increasingly a master’s degree is seen as an entry level qualification for many development and emergency related posts.

Graduates of this programme have gone on to work with governments, aid agencies, donors and non-governmental organisations all over the world.

Core modules include:

- Theory of Practice: Approaches and Understandings
- Practice of Theory: Tools and Methods

Optional modules include:

- Conflict, Violence and Humanitarianism
- Human Rights and Governance
- Independent Study
- Partnerships for Development: a Critical Assessment
- Disasters, Risk, Vulnerability and Climate Change
- Shelter After Disaster
- Working with Conflict: Practical Skills and Strategies
- The Refugee Experience: Forced Migration, Protection and Humanitarianism
- Globalisation: Environment and Development

MA stage compulsory module:

- Research Methods
- MA Dissertation

FIELD TRIPS

The course offers several field trip options each year. Previous field trips have been to South Africa, India, Thailand, Cambodia, Peru, Armenia, Bosnia, Northern Ireland, Jamaica and Palestine. These usually take place in late January just before the beginning of the second semester.

Note that field trips are at an additional cost to the programme fee, to reflect the fact that some students prefer not to take up this option.
The programme is aimed at experienced practitioners, whether currently in the field or between missions, who wish to improve their understanding and competencies, develop new skills and reflect on their practices.

This programme tackles the newest and most innovative developments regarding cross-cutting issues such as conflict sensitivity and transformation, culture sensitivity, and participation or urban crises and resilience. It uses multiculturalism as a teaching tool and as a means of creating more practical and theoretical knowledge about humanitarian action. Creating a space for a true dialogue between different understandings is undoubtedly one of the main challenges of the humanitarian community and of higher education institutions teaching Humanitarianism.

The course uses the workplace as the main learning environment and allows students involved in humanitarian action from all over the world to engage with a global community of learners and tutors. Students participate in conceptualisation and practice-based exercises about humanitarian issues in conflict or turbulent environments.

E-LEARNING
The main assets of a totally virtual learning environment are the flexibility of the diversity of methods and approaches as well as the personalisation of learning which will allow a real lifelong and advanced workplace learning process. In practice e-learning will suit these students, most of whom are working on short contracts and are not able to attend conventional university classes.

RESEARCH EMDEDDED IN TEACHING
The methodology that will underpin individual learning on the programme will be based on action research, particularly in ‘learning by doing’, ‘self-reflexivity’ and ‘action testing of theories’, which allow us to take into account the specificity of fields such as conflict transformation or humanitarian practices for which attitudes and personal competences are as important as the systematic or pragmatic ones.

CAREERS AND PROFESSIONAL DEVELOPMENT
This course is ideal for a career in the field of humanitarian action or related fields – such as civil servants or diplomats in charge of humanitarian affairs, academics teaching humanitarian practices, journalists seeking a better understanding of humanitarian issues, or military personnel ready to be deployed in a field of operation where humanitarian actions are taking place.

www.brookes.ac.uk/postgraduate/courses/hac

CONTACT INFORMATION
Please contact humaC@brookes.ac.uk if you are interested in applying or would like further information.

ADMISSIONS REQUIREMENTS
The programme is open to all candidates who fulfil at least one of the following conditions:

- Hold a good honours degree in a relevant discipline and some experience in the field of humanitarian action.
- Hold a relevant recognised diploma or professional qualification.
- Hold no prior diploma but have substantial and proven field experiences in humanitarian action and related fields.
AN INTERVIEW WITH JEAN-PAUL NTEZIMANA


Before you came to Brookes what did you study and where?
I am a bachelor’s degree holder in journalism. I have studied at the National University in Rwanda.

What made you choose Brookes as a place to study?
In fact, I have been interested by this course because I work in the field of conflict transformation. I wanted to go deeper and understand more about what conflict is, to know more than what I knew before I took this course. It was also very important for me to understand conflict and humanitarian action.

These are two terms which frequently go together and I wanted to learn more about their compatibility.

What do you think of the course while studying here?
I think the course is more than I expected. It provides knowledge in a practice-based way.

How did your scholarship enhance your experience of the course?
As a mid-level employee, I would not have been able to take this course if I had not received a partial scholarship. This support played a big role in my ability to take this course. Today, life is so expensive in Rwanda but I need knowledge and skills to continue my professional development and the quality of my work. So my scholarship has allowed me to win the two: life and knowledge.

What are the best aspects of studying at Brookes?
Learning by doing, effective communication from the leaders, and effective assistance from lecturers.

What advice do you have for others thinking of studying here?
To be decisive, to communicate with leaders at Brookes and ask for information about how they may study full or part-time.

What are your plans for when you’ve completed your course, for work or further study?
For my organisation, this is capacity building. After this course, I will have a much deeper understanding of the field in which we work. I have been trained before but this course opens the range of the topics, and adds humanitarian issues. I am sure the course will help me to be more professional in conflict transformation.
**SHELTER AFTER DISASTER PGCert**

Immediately after a natural disaster a critical need is for safe shelter.

The quantity and severity of natural disasters are increasing as our planet struggles with climate change, population growth and conflict. The need for effective ‘shelter after disaster’ – the provision of houses and homes for those affected – has never been greater. This programme is designed to develop reflective practitioners who will have an understanding of the practical and strategic issues of development and emergency practice as well as an appreciation of the social and political context. Students will be equipped with the knowledge and skills they need to be effective shelter practitioners.

The PG certificate will cover programming skills, an understanding of the complex and multi-faceted nature of housing solutions, technical knowhow, the importance of strategic decisions and an appreciation that people, their livelihood and well-being are central to a successful response.

In the first days and weeks of the relief phase, shelter often takes the form of tents and makeshift shacks built from whatever materials are available. As relief begins to shift to recovery, critical decisions are made that set the nature and scope of longer term shelter: location, quality, cost, role of government authorities and aid agencies, and, most important of all, people themselves.

While ‘shelter after disaster’ has been a recognised field of work for at least thirty years, the systems and approaches for successful shelter delivery are far from clear. With a bewildering range of actors and contested debate over the best approaches, achieving equitable, sustainable and effective shelter after disaster can be complex, and too often goes wrong.

CENDEP’s approach is to learn from practice about what works best. For CENDEP this means adhering to developmental good practice, wherein affected communities must be engaged in decision making at every stage. To achieve this, building professionals need to work as facilitators of processes that engage people, rather than as isolated experts. For many, this requires learning new approaches to their work which may challenge traditional training or education.

Finally, decisions concerning shelter set the basis for the longer term recovery of both household and community. As shelter is the first step to recovery, a safe durable home is a step towards reducing long term vulnerability. Getting it right is critical.

**COURSE MODULES**
- Shelter After Disaster (20 Credits) core module
- Practice of Theory: Tools and Methods (20 Credits)
- Disasters, Risk, Vulnerability and Climate Change (20 Credits)
- Working with Conflict: Practical Skills and Strategies (10 Credits)

The Shelter after Disaster PGCert runs in Semester 2 of the academic year, for 12 weeks between January and May.

**ADMISSIONS REQUIREMENTS**
The programme is open to all candidates who fulfil at least one of the following conditions:
- Hold a good honours degree in a relevant discipline.
- Hold a relevant recognised diploma or professional qualification.
- Have substantial and proven field experience.

**ENGLISH LANGUAGE REQUIREMENTS**
If your first language is not English, you will need IELTS 6.5 with at least 6.0 in reading and writing, 5.5 in listening and speaking or equivalent.

Find out about other acceptable English language qualifications and the UK Border Agency’s language requirements for student visas at [www.brookes.ac.uk/international/apply/english](http://www.brookes.ac.uk/international/apply/english).
RESEARCH EMBEDDED IN TEACHING
CENDEP has an active research interest in Shelter after Disaster. Our visiting professor, Ian Davis, is a key founder of the shelter research field with his ground breaking book Shelter After Disaster (from which the course gets its name), and CENDEP continues to present conferences, seminars and published papers on topics related to shelter. These activities ensure the student experience is fresh and current.

CAREERS AND PROFESSIONAL DEVELOPMENT
The shelter programme is closely linked with practice. Experienced practitioners present seminars and lectures on the course, and deliver valuable learning, often straight from the field. As a student on the course you will get good insight into the nature of organisations working in the shelter area. The course has developed links with internship positions in the shelter sector and students are encouraged to apply for these opportunities.

STUDENT EXPERIENCE
In addition to modules, many optional events are organised, including PhD research seminars within the department, student-led seminar series and occasional lectures. In addition to the formal teaching content, the quality of the student experience is an essential aspect of the programme. This happens year on year with the extraordinary mix of students who attend.

Student usually keep in touch after the course has ended via alumni links, where job opportunities are often shared. The PG Cert in Shelter after Disaster is offered as a ‘stand-alone’ award. However the modules available to the PG Cert students are also available to students attending the master’s degree in Development and Emergency Practice (DEP).

To these ends, the PG Cert students will benefit from interaction with a cohort of 35 to 45 students from over 20 countries with a wide diversity of backgrounds in development and emergency practice.

TEACHING AND LEARNING
Teaching, led by Charles Parrack and Bill Flinn, is largely class-based. Learning is driven by a mixture of lecturing, one-to-one and group tutorials, whole group discussion, workshop format, small group work, personal reading, individual written assignments and project design. Wherever possible the programme invites visiting practitioners from humanitarian agencies to contribute by leading sessions and commenting on student work.

The programme entails hands-on workshops with live problems. The emphasis is on action methods and reflection on one’s own role as a practitioner and humanitarian. The objective is to enable students to build both knowledge and skills more suited to the urgency and complexity of people’s changing demands and environmental conditions. The assessment pattern reflects the programme’s learning outcomes and is intended to demonstrate that graduates possess the skills and knowledge required in practice. Knowledge can be tested through the completion of a piece of coursework such as oral presentations, report writing, teamwork, problem solving, data analysis and research.

Temporary shelter, Anjar, Gujarat
POSTGRADUATE RESEARCH PROGRAMME

The School of Architecture Research degrees programme is one of the largest in the UK.

WHAT RESEARCH CAN WE SUPERVISE?
We welcome research proposals related to any of the subjects covered by the research groups in the school. These include:
- Low Carbon Building
- Architectural Technology
- Design, Theory and Practice
- Place, Culture and Identity
- Development and Emergency Practice

THE STUDENT COHORT
The size of the research degree student cohort creates opportunities that would not otherwise exist. The school programme itself is large but for many aspects of the programme it links with the wider faculty (which includes the Departments of Planning, Real Estate and Construction and the Joint Centre for Urban Design). There are usually over 20 research students in the school at any one time. This creates a lively, vibrant environment for research degree study.

SUPERVISION
All students are allocated at least two supervisors (usually three). Students are encouraged to meet regularly with their supervisors (eg every three weeks) and to meet all together as a team at least once a semester.

During semester time, research students and supervisors meet weekly over lunch and take turns in presenting their research ideas, methods, problems and findings. In addition, some of the research groups in the school organise monthly research seminars.

TRAINING COURSE
The school offers a faculty-wide taught research training course that comprises several different research methods modules. Particularly for part-time students, it also offers a more flexible, open research methods course run by Dr Nicholas Walliman, the author of Social Research Methods (Sage, 2006) and Research Methods: The basics (Sage, 2011).

RESEARCH GROUPS AND INTERDISCIPLINARY LINKS
Each research degree student belongs to one of the research groups in the school and there are opportunities to be involved in the full range of its activities, from strategy away-days to submitting research grant proposals and undertaking hourly paid consultancy work.

TRAINING COURSE
The student cohort creates opportunities that would not otherwise exist. The school programme itself is large but for many aspects of the programme it links with the wider faculty (which includes the Departments of Planning, Real Estate and Construction and the Joint Centre for Urban Design). There are usually over 20 research students in the school at any one time. This creates a lively, vibrant environment for research degree study.

CONFERENCE AND SEMINARS
Each year the school runs a research student conference. This provides the opportunity for students to present their work in a formal setting and to learn from the work and experiences of other students. Students are encouraged to take part in the research activities of the school and faculty, for example, by attending the weekly ‘Breakfast Seminars’ in which members of staff and visiting scholars present their research.

CONFERENCES AND SEMINARS
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FACILITIES
Each full-time student will have their own office space for the period of their study. This includes desk, storage space, a PC, an email account and access to internet, printers, scanners and telephones. The school has advanced IT facilities and high-quality studio space and workshops for use by research students. Part-time students are given shared usage of desk space.

APPLICATION
At an early stage in the application process we encourage those interested in studying here to communicate with the relevant supervisors/group leaders so that a proposal can be worked up together.

More details can be found on the research page of our website www.architecture.brookes.ac.uk/research
An Interview with Sofia Aleixo

Studying a PhD in Architecture

Oxford Brookes University’s School of Architecture is a very good place to conduct PhD architectural conservation research. My scholarship from the Portuguese Foundation for Science and Technology has provided me with the opportunity to be a full-time student and live in Oxford.

As a non-native person, I consider these two factors to be essential to a successful doctorate, because they give the opportunity to attend all the research training provided by Brookes and also to teach here.

The best bits about studying at Brookes have been the supervisors’ availability and interest in my research, the research training offered by the Graduate Office and by the faculty, the school facilities and the international atmosphere among students and staff. And, of course, enjoying living in a cultural city, which is also very easily connected to London. Brookes offers you some of the best conditions to conduct architectural conservation research. Just take them!

After I have completed my course I would like to go back to teach, in any place in the world, and continue to research the topic of architectural conservation, both in practice and in academia.
The group also holds world-leading expertise in the field of carbon counting, building performance monitoring, post-occupancy evaluation, low-carbon retrofitting and climate change adaptation of buildings and neighbourhoods. The group also holds world-leading expertise in the study of thermal comfort, in particular the adaptive approach based on field surveys. Publications from the group in low-carbon buildings and sustainable design are recognised international references. Other related areas of expertise include: urban energy modelling using geographical information systems (GIS), low carbon communities and design of low-energy buildings in diverse climates.

**Architecture Research Group**

The School of Architecture research degrees programme is one of the largest in the UK. Staff and students in the school are active in undertaking research and consultancy work in a variety of specialist fields. Current research areas include low carbon technologies, architectural humanities, technology, development practice and vernacular architecture. Our research degree students engage in opportunities for collaborative research, exchanges and study overseas. This richness of experiences contributes to maintaining a dynamic and thriving research environment.

**OISD: ARCHITECTURAL ENGINEERING GROUP**
Director: Professor Ray Ogden

OISD: Architectural Engineering is an interdisciplinary group working in the fields of construction technology, structures, building physics and sustainability. The group is involved in both pure and ‘close to ‘industry’ research with a wide portfolio of UK, European and International activities. It has a broad technical skill base that includes architecture, building physics, structural and mechanical engineering and construction economics.

Current research students are working on a range of projects in the areas of building sustainability and energy reduction, structural engineering (particularly of light structures and building envelopes) and improved flood resilience of buildings.

**OISD: LOW CARBON BUILDING GROUP**
Director: Professor Rajat Gupta

The LCB has an international profile in the field of carbon counting, building performance monitoring, post-occupancy evaluation, low-carbon retrofitting and climate change adaptation of buildings and neighbourhoods. The group also holds world-leading expertise in the study of thermal comfort, in particular the adaptive approach based on field surveys. Publications from the group in low-carbon buildings and sustainable design are recognised international references. Other related areas of expertise include: urban energy modelling using geographical information systems (GIS), low carbon communities and design of low-energy buildings in diverse climates.

**CENTRE FOR DEVELOPMENT AND EMERGENCY PRACTICE**
Director: Professor David Sanderson

Founded in 1985, the Centre for Development and Emergency Practice (CENDEP) has an international reputation for pioneering education and training for humanitarian aid workers. Combining innovative practice-based study with a multi-disciplinary academic approach, it educates humanitarian practitioners for work in the context of war, political violence and disaster.

CENDEP’s current offerings comprise PhDs, a master’s degree and postgraduate certificates.

**OISD: PLACE, CULTURE AND IDENTITY GROUP**
Director: Dr Marcel Vellinga

The Place, Culture and Identity group brings together researchers from a number of disciplinary backgrounds to research the multitude of ways in which places embody local cultural identities. Space and architecture are shaped by the culture and the identities of communities as much as those communities are shaped by their perception and use of space and architecture. Members of the Place, Culture and Identity group investigate this dynamic dialectical relationship from different disciplinary perspectives, including architecture, anthropology, urban conservation, political science and history. Focusing on different types of places in various parts of the world (including urban, rural, contemporary, historic, vernacular and post-conflict ones), they aim to gain a better theoretical understanding of both the nature of the process of place-making and the way it dialectically relates to aspects of culture, identity, aesthetics, memory, tradition, representation and architectural practice.

**ABOUT THE GROUP**
The school enjoys a high reputation for its research (RAE 2008) and has links with some 90 universities in over 30 countries worldwide. By maintaining close links with architectural practice we ensure that our expertise remains grounded in current realities. There are currently around 20 full-time/ part-time UK, EU and International students registered on the programme. Students are able to work towards one of four research degree routes offered: MPhil; MPhil transferring to PhD; PhD Direct; and PhD by Published Work.

**DESIGN, THEORY AND PRACTICE GROUP**
Director: Kathleen O’Donnell

The Design, Theory and Practice group was established in 2011 to investigate the complex ways in which architectural design, theory and practice interrelate. Group members work individually, or in close collaboration with partners from other universities or architectural practice, on design-led research projects.

The research aims to explore the possibilities of designing sustainable buildings and landscapes, using a variety of research methods, including drawing, computation, installations and live projects, as well as more conventional methods of architectural history and theory. Members of the group have been involved in various arts and architectural design research projects around the world, funded by a range of funding bodies including the Arts Council of England, EU and the Higher Education Academy.
**RESEARCH EXPERTISE**

- Carbon counting and carbon mapping
- Advanced low carbon refurbishment
- Evaluating low carbon communities
- Humanitarian action and conflict
- Shelter after disaster
- Urban conservation and regeneration
- Anthropology of architecture
- International architectural regeneration and development
- Modern methods of construction and prefabrication
- Sustainable building design
- Construction and life cycle costing
- Steel, concrete, timber, masonry and glass construction
- Construction design guidance and regulation
- Building physics including: thermal, acoustic, structural and airtightness testing and analysis
- Building envelope systems
- Product and systems development
- CAD and computer modelling

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**FIND OUT MORE**

Professor Ray Ogden  
Associate Dean, Research and Knowledge Transfer  
Deputy Head of Finance  
Director of Architectural Engineering Group  
Email: rogden@brookes.ac.uk

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Low Carbon Group: Thermal Imaging showing heat loss from housing

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[www.architecture.brookes.ac.uk/research](http://www.architecture.brookes.ac.uk/research)
CONTACT INFORMATION

Postgraduate Applications
For advice about postgraduate applications for the various different programmes, please see the contact list below:

Applied Design in Architecture MArchD
+44 (0) 1865 483221

Architecture MArch/PGDip
+44 (0) 1865 483230

International Architectural Regeneration and Development MA/PGDip/PGCert
+44 (0) 1865 483230

Sustainable Building: Performance and Design MSc/PGDip/PGCert
+44 (0) 1865 483230

Development and Emergency Practice MA/PGDip/PGCert
+44 (0) 1865 483810

Humanitarian Action and Conflict PGCert
+44 (0) 1865 483810

Shelter after Disaster PGCert
+44 (0) 1865 483810

Research Programmes
+44 (0) 1865 482845 / 483430 / 483279

Email us:
architecture-enquiry@brookes.ac.uk

For information about the school visit:
www.architecture.brookes.ac.uk

For information about applying as an international student please visit:
www.brookes.ac.uk/international

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