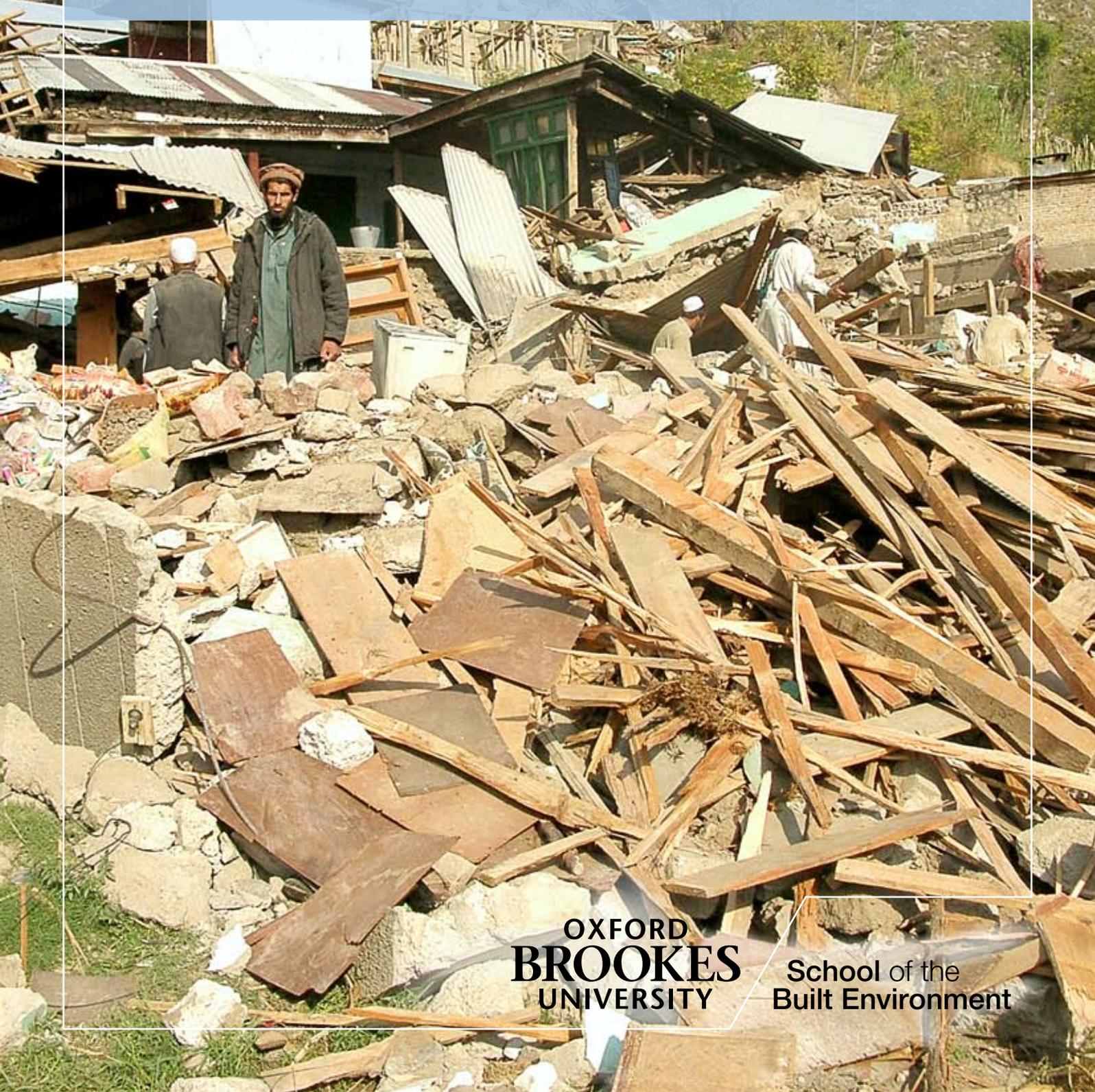


Shelter After Disaster

Postgraduate Certificate (PGCert)

Presented by the Centre for Development
and Emergency Practice (CENDEP)

Department of Architecture



OXFORD
BROOKES
UNIVERSITY

School of the
Built Environment

Shelter After Disaster

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 know-how, the importance of strategic decisions and an appreciation that people, their livelihood and well-being are central to a successful response.

Course details

Immediately after a natural disaster a critical need is safe shelter. 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. The Centre for Development and Emergency Practice (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 content

The programme is the Postgraduate Certificate (PG Cert) in Shelter after Disaster.

The programme is organised on a modular credit system. Modules combine a ratio of taught and self-led study. For example a module of 20 credits approximates to 200 hours of student effort, up to 40 hours of which will be devoted to lectures, seminars, or individual tutorials. The remainder of the time is devoted to student-led study, often involving group work.

60 credits are required to complete the PG Cert. Of these the core module accounts for 20 credits, while the extra 40 credits are achieved through a combination of 10 and 20 credit modules.

An introduction on the first day of the programme will enable students to make an informed choice. The timetable is structured to avoid two related modules running at the same time but clashes are not always avoidable.

The modules on the course are:

Core Module:

- Shelter after Disaster (20 Credits)

Other modules:

- Practice of theory: tools and methods (20 Credits)
- Disasters, Risk, Vulnerability and climate change (20 Credits)
- Learning Practice Masterclass (10 Credits)
- Working with Conflict: practical skills and strategies (10 Credits)

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. Students 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 Masters degree in Development and Emergency Practice (DEP). 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, learning and assessment

Teaching Methods on the taught part of the programme are 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.

Practice Orientation. The programme entails hands-on workshops with live problems, sometimes field-based, working with communities, practitioners and development agencies. 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. Coursework involves a variety of different methods of assessment, including:

- Essay and report writing
- Individual and group presentations in class
- Personal attendance and participation in class
- Case study reports.



Finance

Assistance with fees and expenses is available for both UK and international students. Scholarships may also be available (see below).

For more information please see the Brookes website www.brookes.ac.uk/studying/finance/tuition

For details of financial options for an individual programme please contact the Student Finance office by email at finance-fees@brookes.ac.uk or telephone +44 (0) 1865 483088.

Scholarships

For UK and EU students

www.brookes.ac.uk/studying/finance/support/pg_home

For International students

www.brookes.ac.uk/studying/finance/support/pg_international

Additional Brookes Built Environment Scholarships

www.brookes.ac.uk/schools/be/scholarships

International applicants

International students interested in more information on English or pre-university programmes, please contact our International Centre at pathways@brookes.ac.uk or telephone +44 (0) 1865 483874.

To obtain a large-print copy of this publication or to enquire about other formats please contact +44 (0) 1865 484848 or email query@brookes.ac.uk.

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Admission

The programme is open to candidates who fulfil one of the following conditions:

- Hold an approved undergraduate honours degree in a relevant discipline at 1st or upper second class level
- Hold a relevant recognised diploma or professional qualification in a relevant discipline (eg human rights, development practice, humanitarianism, architecture, planning, environmental psychology, public health, geography, public administration).
- Have substantial and proven field experience within a relevant area, eg with an NGO.

For candidates whose mother tongue is not English, a demonstration of competence in spoken and written English is required. Students applying from overseas may obtain a Certificate of Competence from the local office of the British Council or take the Test of English as a Foreign Language (TOEFL) demonstrating a minimum recommended score of 575. Those who are in the UK and do not have adequate means of demonstrating their proficiency can take the University English Test; they will be required to obtain a score of not less than 165. Once at the University, opportunities are available within the English Language Unit for language support in written and spoken English.

How to apply

Senior Postgraduate Administrator

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www.brookes.ac.uk/schools/be/postgraduate/courses/shelter.html