

PROGRAMME SPECIFICATION

for the award of

MA Development and Emergency Practice

Managed by the Faculty of Technology, Design and Environment

delivered by School of Architecture

Date approved:	Date approval confirmed, on recommendation of University validation panel or other authorised body.
Applies to students commencing study in:	September 2018

RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**
July 2016	Transferred to new template	CMA Compliance
October 2016	Checked for errors and amended by Subject Coordinator and Programme Lead.	Subject specialist knowledge.

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University, Headington Campus
Language of study:	English
Final award:	MA
Programme title:	Development and Emergency Practice: Human rights, Emergencies and Development Or: Development and Emergency Practice: Disasters, Risks, Shelter and Development Or: Development and Emergency Practice: Conflict and Humanitarian Action or MA Development and Emergency Practice
Interim exit awards and award titles available:	PG Diploma Development and Emergency Practice PG Certificate Development and Emergency Practice
Brookes course code:	AR73
UCAS code:	P008080
JACS code:	K100
HECoS code:	100823
Mode of delivery:	Full-time (face to face/on-campus) Part-time (face to face/on-campus)
Mode/s and duration of study:	Normal duration 12 months full time and 24 months part time. Maximum duration for all modes is 5 years.
QAA subject benchmark statement/s which apply to the programme:	
Professional accreditation attached to the programme:	NA
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/

SECTION 2: WHY STUDY THIS PROGRAMME?

The Development and Emergency Practice programme is housed within CENDEP (the Centre for Development and Emergency Practice) which, founded in 1985, provides a unique academic and multidisciplinary setting for the study of development, conflict, disaster management, urbanisation, humanitarianism, refugees, governance and human rights. With its core emphasis on practice, CENDEP offers students the opportunity to develop knowledge, skills and attitudes in the rapidly changing field of development and emergency practice.

CENDEP's vision of development and humanitarianism includes a fundamental commitment to the values of equality, human rights, social justice and empowerment, while recognising the inevitable conflict involved in navigating 'messy reality.' Understanding development and emergency practice as the pursuit of these values, CENDEP's teaching emphasises the need for all practitioners to explore the values which drive their work as well as the knowledge and skills required to work with others.

CENDEP's understanding of good practice is one that is reflective, people-centred and long-term. To these ends CENDEP's academic programme aims to offer students the opportunity to study the challenges facing practitioners today and to develop their core values, knowledge, principles, skills and personal confidence.

The programme concentrates on the development of development and emergency practitioners' intellectual knowledge and the cultivation of academic skills including analysis, interpretation, understanding and judgement, with reference to:

- **The setting in which they work:** poverty, conflict, power, vulnerability, capability, risk, resilience, urbanisation, environmental change and the history and dynamics of particular places, their people and their society
- **The policy context in which they operate:** political ideologies, donor policies, national strategies and international law
- **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.

It is hoped that deeper understanding of these four settings will enable graduates to move beyond rigid professional boxes to become more self-aware, knowledge-based practitioners able to work flexibly around a variety of problems in different situations of poverty, armed conflict or disaster.

The aim of the programme is to develop reflective practitioners who combine sensitive development and emergency practice with an appreciation of the wider political context in which they operate. This is a programme that reflects upon the art of development, humanitarian and human rights practice and the role of the practitioner intervening in poverty, armed conflict or natural disaster. In doing so, it seeks to equip practitioners with the requisite knowledge in community development, international humanitarianism, livelihoods, human rights and global politics that will allow them to operate with greater sophistication.

Please refer to the following link to view the staff profiles within the School of Architecture:

<http://architecture.brookes.ac.uk/research/cendep/>

<http://architecture.brookes.ac.uk/staff/>

SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

3.1 ACADEMIC LITERACY

- .1 Employ a range of conceptual, analytical, practical and intuitive techniques to operate in an effective inter-disciplinary way in development and emergency practice.
- .2 Synthesise a breadth of knowledge around critical debates of development and emergency practice with increased specialisation in key areas of their choice

3.2 RESEARCH LITERACY

- .1 Discriminate operational environment politically, socially, economically and institutionally applying complex, incomplete or contradictory areas of knowledge
- .2 Integrate knowledge to competently set up and undertake research tasks
- .3 Act autonomously in designing and implementing a substantial investigation and research in significant areas of international development and emergency practice
- .4 Judge the appropriateness of methodologies and develop critiques of them and, where appropriate, to propose new hypotheses

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

- .1 Implement a clear sense of one's own personal values, principles and behaviour as a practitioner
- .2 Illustrates an innovative, flexible, and informed approach in their professional judgement in a given situation

3.4 DIGITAL AND INFORMATION LITERACY

- .1 Identify and evaluate critically current research and advanced scholarship in international development and emergencies using appropriate technologies

3.5 ACTIVE CITIZENSHIP

- .1 Implement a reflective, problem-solving approach in multi-cultural and multi-disciplinary teamwork in a global context

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

MA Development and Emergency Practice

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
P30311	Critical Inquiry Development and Emergencies: Theory and Policy	20	7	Compulsory	100% Coursework
P30399	MA Dissertation	50	7	Compulsory	100% Coursework
P30409	Research Methods and Design	10	7	Compulsory	100% Coursework
P30303	Independent Study	10	7	Optional	100% Coursework

P30305	Conflict, Violence and Humanitarianism	20	7	Optional	100% Coursework
P30307	Working with Conflict: practical skills and strategies	10	7	Optional	100% Coursework
P30309	Refugees: Forced migration, Protection and Humanitarianism	20	7	Optional	100% Coursework
P30313	Disasters, Risk, Vulnerability and Climate Change	20	7	Optional	100% Coursework
P30314	Human Rights and Governance	20	7	Optional	100% Coursework
P30316	Humanitarian Action: responding to crises in 21 st Century	10	7	Optional	100% Coursework
P30318	Programming and Partnerships	10	7	Optional	100% Coursework
P38162	Globalisation: Environment and Development	20	7	Optional	100% Coursework
P38164	Shelter After Disaster	20	7	Optional	100% Coursework

MA Development and Emergency Practice: Conflict and Humanitarian Action

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
P30305	Conflict, Violence and Humanitarianism	20	7	Compulsory	100% Coursework
P30307	Working with Conflict: practical skills and strategies	10	7	Compulsory	100% Coursework
P30316	Humanitarian Action: responding to crises in 21 st Century	10	7	Compulsory	100% Coursework
P30399	MA Dissertation	50	7	Compulsory	100% Coursework
P30409	Research Methods and Design	10	7	Compulsory	100% Coursework
P30303	Independent Study	10	7	Optional	100% Coursework
P30309	Refugees: Forced migration, Protection and Humanitarianism	20	7	Optional	100% Coursework
P30311	Critical Inquiry Development and Emergencies: Theory and Policy	20	7	Optional	100% Coursework
P30313	Disasters, Risk, Vulnerability and Climate Change	20	7	Optional	100% Coursework
P30314	Human Rights and Governance	20	7	Optional	100% Coursework
P30318	Programming and Partnerships	10	7	Optional	100% Coursework
P38162	Globalisation: Environment and Development	20	7	Optional	100% Coursework
P38164	Shelter After Disaster	20	7	Optional	100% Coursework

MA Development and Emergency Practice: Disasters, Risks, Shelter and Development

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
P30311	Critical Inquiry Development	20	7	Compulsory	100%

	and Emergencies: Theory and Policy				Coursework
P30313	Disasters, Risk, Vulnerability and Climate Change	20	7	Compulsory	100% Coursework
P30399	MA Dissertation	50	7	Compulsory	100% Coursework
P30409	Research Methods and Design	10	7	Compulsory	100% Coursework
P38164	Shelter After Disaster	20	7	Compulsory	100% Coursework
P30303	Independent Study	10	7	Optional	100% Coursework
P30305	Conflict, Violence and Humanitarianism	20	7	Optional	100% Coursework
P30307	Working with Conflict: practical skills and strategies	10	7	Optional	100% Coursework
P30309	Refugees: Forced migration, Protection and Humanitarianism	20	7	Optional	100% Coursework
P30314	Human Rights and Governance	20	7	Optional	100% Coursework
P30316	Humanitarian Action: responding to crises in 21 st Century	10	7	Optional	100% Coursework
P30318	Programming and Partnerships	10	7	Optional	100% Coursework
P38162	Globalisation: Environment and Development	20	7	Optional	100% Coursework

MA Development and Emergency Practice: Human Rights, Emergencies and Development

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
P30309	Refugees: Forced migration, Protection and Humanitarianism	20	7	Compulsory	100% Coursework
P30311	Critical Inquiry Development and Emergencies: Theory and Policy	20	7	Compulsory	100% Coursework
P30314	Human Rights and Governance	20	7	Compulsory	100% Coursework
P30399	MA Dissertation	50	7	Compulsory	100% Coursework
P30409	Research Methods and Design	10	7	Compulsory	100% Coursework
P30303	Independent Study	10	7	Optional	100% Coursework
P30305	Conflict, Violence and Humanitarianism	20	7	Optional	100% Coursework
P30307	Working with Conflict: practical skills and strategies	10	7	Optional	100% Coursework
P30313	Disasters, Risk, Vulnerability and Climate Change	20	7	Optional	100% Coursework
P30316	Humanitarian Action: responding to crises in 21 st Century	10	7	Optional	100% Coursework
P30318	Programming and Partnerships	10	7	Optional	100% Coursework
P38162	Globalisation: Environment and Development	20	7	Optional	100% Coursework
P38164	Shelter After Disaster	20	7	Optional	100%

In addition students are able to attend the following modules outside the Department, but not for credit: Global governance, civil society and social movements (School of Social Science and Law), Semester Two). This module investigates the institutions of global governance and the dynamics of civil society, understood as the space for interaction between institutions and non-state actors. It asks questions about the nature of accountability and legitimacy, as well as examining claims that civil society presents a democratising force for global governance.

*Note: while the outline is as intended not all options can be fully guaranteed to run each year.

4.2 PROGRESSION AND AWARD REQUIREMENTS

The Development and Emergency Practice programme is usually a one-year full time or two-year part time mode of study. To qualify for the award of a PGCert, a PGDip or a Master's degree a student shall have completed all the modules for the award within a maximum of five years of study after the initial registration date.

Special Conditions for Students taking Development and Emergency Practice Specialism as part of the MArchD Applied Design in Architecture RIBA/ARB Part 2 Programme

- .1 MArchD Applied Design in Architecture Programme students are required to achieve a minimum of 50% on each element of assessment for the module to pass the module.
- .2 The Postgraduate Examinations Committee may **not** compensate for failure in any assessment element in the alternative compulsory modules.

4.3 PROFESSIONAL REQUIREMENTS

None.

SECTION 5: TEACHING AND ASSESSMENT

Teaching, learning and assessment practices are fundamental and integrated within the programme promote learning and enable students to meet programme learning outcomes.

Teaching and Learning

The teaching and learning methods used emphasise the building of a range of competencies aligned with the DEP programme outcomes and the five core postgraduate attributes covering cover five core areas of academic abilities, personal qualities and transferable skills including *Academic Literacy, Research Literacy, Critical Self-Awareness and Personal Literacy, Digital and Information Literacy and Active Citizenship*.

Academic literacy is primarily built through staff-based and professional-led lectures, workshops and seminars. Students are encouraged to lead seminars in groups and individually, which allows them to synthesise critical debates in development and emergency practice using interdisciplinary methods of analysis and techniques.

Students develop research literacy by undertaking an independent study and research, case study analysis, integrating knowledge gained through lectures, workshops and seminars.

A critical self awareness and personal literacy on the part of student is enabled through methods such as critical group work, group and one to one tutorials, field trips workshops which expose them to nuances of employing independent professional judgement in diverse scenarios.

Students develop digital and information literacy by undertaking methods such as web-based literature search and discriminated use of the same in the class essays and research.

Students' self awareness as global citizens is harnessed through group work in multicultural teams and a personal career counselling which exposes them to the opportunities available in different parts of the world.

The teaching activities are held primarily at the university and vary from a minimum of two days per week for full time students and one day per week for part time students with intensive weeklong workshops at times throughout the year.

Assessment

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
- Dissertation & research proposals.

Assessments are given clear comments by one member of staff. Moderated work should be appropriately annotated and signed by the moderating tutor. A sample coursework assessment feedback form can be found in Appendix I of this handbook.

Dissertations are marked independently by two readers. In case of a difference of 10 or less marks between the two readers, a weighed average is used as a final mark. In case of a difference of more than 10 marks, readers meet to agree on a mark. In the rare event where no agreement is reached between the two readers, the dissertation is given to an external examiner for the final mark.

A sample dissertation assessment form and dissertation marking criteria can be found in the appendices of this Programme handbook.

The Postgraduate Programme Examination Committee reviews the proposed assessments for each module on a yearly basis to ensure that the overall pattern of assessment adequately reflects the learning outcomes of the programme, that there is an appropriate balance struck between the different methods of assessment and that the assessment levels are comparable with other PG programmes.

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

Normally, it is expected that candidates for the MA/PG Dip /PG Cert in Development and Emergency Practice will come from a wide range of backgrounds and experience, including undergraduate studies in social and political sciences, economics, law, engineering, health, engineering, architecture, theology, philosophy and other subjects related to humanitarianism, human rights and development. Others may have been working in related fields for a number of years and seek to further develop their skills in humanitarian, human rights and development practice. This wide range of interest and skills is particularly appropriate to the interdisciplinary nature of this programme. All candidates for admission to a postgraduate programme in the Department of Architecture must meet two core requirements in terms of previous education and ability work to at the postgraduate level in the English language:

6.1.1 Education

Admission to the programme will normally be open to applicants who fulfil one of the following requirements:

- hold a good undergraduate honours degree (or equivalent) at first or 2:1 (upper second) or other professional qualification relevant to humanitarian, human rights and development practice or related subject; or,
- possess an appropriate professional background and experience of international field work (i.e., NGOs, UN agencies, the Red Cross, health care, education, commercial companies, the military).

The university's general entry requirements are: <http://www.brookes.ac.uk/studying-at-brookes/how-to-apply/entry-requirements/postgraduate-courses/>

Core Requirements: English Language

Applicants whose first language is not English must demonstrate that their level of English is appropriate for study at graduate and postgraduate level. In addition to the academic entry qualifications for their chosen programme, applicants must have one of the following or an equivalent qualification acceptable to the University:

- British Council IELTS: level 6 (preferably 6.5) on the 'Academic' test, with a minimum score of 6 in reading and writing or Pearson Test of English (PTE), Equivalent
- Oxford Brookes University Pre-sessional English courses – pass.
- If you need a Tier 4 student visa to enter the UK you will need to meet the UK Visa and Immigration (UKVI) minimum English language requirements.

Please see the university's general English language requirements:

<http://www.brookes.ac.uk/international/applying-to-arriving/how-to-apply/english-language-requirements/>

Dispensation

In exceptional circumstance, where applicants can show that they have qualifications or experience or both that demonstrate that they have knowledge and capabilities equivalent to those possessed by holders of the qualifications listed in 6.1.1.1 or 6.1.1.2 above, may be admitted with dispensation from the requirement to possess those qualifications.

SECTION 7: PREPARATION FOR EMPLOYMENT

The programme has a strong history in successful graduate employability with previous graduates working in following organisations and sectors of development and emergencies:

- International non-government organisations
- National non-governmental organisations
- Government Organisations
- Professional bodies
- Research, policy and advocacy institutes

Students from programme have gone on to work in a wide range of occupations from development and humanitarian practice or progress on to Postgraduate Research Studies. The programme builds upon:

- Visiting speakers from the above mentioned prospective employers (see section 8)
- CENDEP's own network with a range of international development actors can potentially offer student internships, research placements opening avenues of future employments.

