PROGRAMME SPECIFICATION

for the award of

MA/PGDip/PGCert International Architectural Regeneration and Development

Managed by the Faculty of Technology, Design and Environment

delivered by the 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 2019

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.
January 2019	Module changes	Major change applications

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:	International Architectural Regeneration and Development
Interim exit awards and award titles available:	PG Diploma International Architectural Regeneration and Development (named entry award) PG Certificate International Architectural Regeneration and Development (named entry award)
Brookes course code:	MA-IAR/AR64 (PGD-IAR, PGC-IAR)
UCAS code:	P034307
JACS code:	K100
HECoS code:	See guidance note G2.2, section 1
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:	Architecture (2010)
Professional accreditation attached to the programme:	n/a
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 MA/PGDip/PGCert in International Architectural Regeneration and Development programme offers an interdisciplinary and practice oriented post-graduate programme to students from all disciplinary backgrounds. Teaching and learning are focused on theory, design projects and field-based study. The International Architectural Regeneration and Development programme is targeted at those having or seeking careers within organisations involved in architectural regeneration and development, in countries around the world, including architectural and multi-disciplinary planning practices, international conservation and development agencies, funding bodies and research institutes.

The 21st century is witness to a variety of economic, cultural and environmental developments that require urgent responses from those involved in the regeneration and sustainable development of the inherited built environment. The combined processes of globalisation, urbanisation, environmental change, population growth and rapid technological development have resulted in an increasingly complex, dynamic and interrelated world in which concerns about the meaning of cultural heritage and identity, the depletion of natural resources, the increasing gap between rural and urban areas, and the impacts of climate change continue to grow. As the need for culturally and environmentally sustainable design grows, the challenge for professionals involved in the rehabilitation, regeneration and sustainable development of built environments around the world is to respond to this ever-changing context in a critical, dynamic and creative way.

This unique international and multi-disciplinary programme has been established in the belief that the regeneration and development of the inherited built environment is an essential component of sustainable development. The programme draws on two established areas of expertise at Oxford Brookes University, combining an interest in international vernacular architecture studies with that in architecture in regeneration. Focusing on both rural vernacular traditions and historic urban centres around the world, it promotes the re-use and integration of existing buildings, technologies, skills and knowledge in contemporary design and development, taking into account the wider political, cultural, economic and environmental context.

The programme will provide graduates with the knowledge, tools and skills to play an active and leading role in the regeneration and development of the inherited built environment of the world. The programme promotes an interdisciplinary and international approach that combines critical thinking and analysis with creative design, using a broad teaching and learning programme grounded in theory, field research, master classes, workshops and design studios, and drawing on a number of visiting lecturers who are well-renowned in their field to deliver specialist aspects of the curriculum.

These include:
Geoff Rich of Feilden Clegg Bradley Studios. http://fcbstudios.com/about/people
Sam Woodbridge of Founded. http://founded.works/about/
Hugh Whatley of Hugh Whatley and Co. Construction economist.
Robert Adam of Adam Architecture. http://www.adamarchitecture.com/

Graduates of the programme will have an increased understanding of the building traditions (vernacular and modern, rural and urban) encountered in diverse cultures, climates and regions throughout the world. They will be able to recognise the value and potential of this global built heritage and can critically reflect on the approaches, contexts, criteria and practices relating to its regeneration and development. Graduates will also have acquired the design ideas and skills that will enable them to propose innovative and sensitive strategies for the re-use or development of the inherited built environment. They will be aware of the economic, policy and management context of regeneration and development projects in order to operate in an effective way with other actors and stakeholders, including local residents, colleague experts, policy makers and representatives of funding bodies, in an increasingly multi-cultural world.

The strength of the programme lies in the research and practice experience that staff and visiting lecturers bring to their teaching. The Department of Architecture has an excellent reputation for the quality of its research. The Place, Culture and Identity Group is an internationally recognised key research centre, which hosts the unique and unparalleled *Paul Oliver Vernacular Architecture Library* and provides a base for interdisciplinary, cross-cultural and comparative research that extends the geographic, thematic and methodological scope of the field. The programme is also supported by research into sustainable cities, building reuse, urban conservation, and tourism and heritage management. Students will have the opportunity to work with staff of the group's various research units, as such gaining the skills to conduct research and the capacity to apply those skills in practice.

The staff who teach on the programme include anthropologists, practitioners and architects who, together produce research of international standing – including the following publications:

- The *Atlas of Vernacular Architecture of the World*.
- *Tourism in Historic Towns: Urban Conservation and Heritage Management*
- *Architectural Conservation*.
- *Encyclopedia of Vernacular Architecture of the World*.

The Oxford Brookes library holds the Paul Oliver Vernacular Architecture Library (POVAL), which is a unique multi-disciplinary collection of printed and visual resources dealing with vernacular architecture worldwide. Collected over a period of more than 45 years by Professor Paul Oliver, the founder of the International Vernacular Architecture Unit, it includes works by architects, geographers, architectural and art historians, planners, folklorists, archaeologists, conservationists and anthropologists. The printed resources in the collection (including books, journals, theses, conference papers, leaflets and maps) comprise in excess of 15,000 items.

The aim of the International Architectural Regeneration and Development programme is to provide graduates with the *academic abilities, personal qualities and transferable skills* that will enable them to recognise the potential of and contribute creatively to the reuse, regeneration and development of the inherited built environment, including vernacular architecture, in countries around the world. The programme will develop a critical understanding of the complex and dynamic relationship between the built environment and its economic, social and cultural values. The programme teaching is led by the '3R' principle, which aims to make the teaching on all modules research-led; real-life relevant; and resource sensitive.

The programme aims are to develop:

- A critical awareness of the inherent cultural and social values of the inherited built environment and associated building re-use, regeneration and development processes

- An understanding of the complex, dynamic and the culturally and environmentally interrelated global context in which built environment professionals have to work

- The ability to analyse and critically evaluate regeneration and development processes in the built environment considering their physical, social, cultural, economic and political context.

- Design ideas, skills and tools that are necessary to propose and implement innovative yet culturally sensitive and environmentally sustainable strategies for interventions in the inherited built environment

- Transferable skills, including oral, written and visual communication, team working, independent learning and research, problem-solving, project management, and the use of information technologies

Please refer to the following link to view the staff profiles within the School of Architecture:
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. Interpret the complex and dynamic interrelationships of social and cultural values and the regeneration of the inherited built environment.

2. Propose regeneration and development strategies as a force for change in the built environment, based on critical and reflective analysis, including of different players, key agencies and various cultural situations.

3. Formulate clear regeneration strategies for contemporary vernacular, rural and urban contexts and communicate a range of abstract ideas and solutions to expert and non-expert audiences.

3.2 RESEARCH LITERACY

1. Act independently in designing and implementing critical and in-depth research-based investigations in relevant areas of international architectural regeneration and development
2. Select appropriate methodologies to synthesise data from a range of primary and secondary sources.

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

1. Critically engage with various forms of social, political, cultural and economic processes and reflect on them to inform professional practice.

3.4 DIGITAL AND INFORMATION LITERACY

1. Select appropriate tools from a comprehensive range of advanced digital and information sources to organise, test, analyse, synthesise, critically appraise and communicate ideas to expert and non-expert audiences.

3.5 ACTIVE CITIZENSHIP

1. The ability to work effectively, responsibly and ethically in an inter-cultural and global context in the field of regeneration and development.

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTSFOR MASTER OF ARTS:

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
ARCH7003/P30025	Architecture, Culture and Tradition	20	7	Compulsory	100% course work
ARCH7021/P30205	Applications in Regeneration	20	7	Compulsory	100% course work
ARCH7020/P30201	Regeneration and Development Project	30	7	Compulsory	100% course work
ARCH7027/P30409	Research Methods	10	7	Compulsory	100% course work
ARCH7022/P30299	Dissertation or Design Project	50	7	Compulsory	100% course work
DEVP7020/P30381	Independent Study	10	7	Optional	100% course work
DEVP7021/P30382	Independent Study	20	7	Optional	100% course work
ARCH7001/P30022	Vernacular Architecture, Sustainability and Development	10	7	Optional	100% course work
DEVP7019/P30380	Regeneration methods and practices	10	7	Optional	100% course work
ARCH7044/ P30383	Resilient Urbanism	20	7	Compulsory for MA	100% course work

FOR PGDip

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
ARCH7003/P30025	Architecture, Culture and Tradition	20	7	Compulsory	100% course work
ARCH7021/P30205	Applications in Regeneration	20	7	Compulsory	100% course work
ARCH7020/P30201	Regeneration and Development Project	30	7	Compulsory	100% course work
DEVP7020/P30381	Independent Study	10	7	Optional for MA	100% course work
DEVP7021/P30382	Independent Study	20	7	Optional for MA	100% course work
ARCH7001/P30022	Vernacular Architecture, Sustainability and Development	10	7	Optional for MA	100% course work
DEVP7019/P30380	Regeneration methods and practices	10	7	Compulsory for MArchD Optional for MA	100% course work
ARCH7044/ P30383	Resilient Urbanism	20	7	Compulsory for MA	100% course work

FOR PGCert

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
ARCH7003/P30025	Architecture, Culture and Tradition	20	7	Compulsory	100% course work
ARCH7021/P30205	Applications in Regeneration	20	7	Compulsory	100% course work
ARCH7020/P30201	Regeneration and Development Project	30	7	Compulsory	100% course work
DEVP7020/P30381	Independent Study	10	7	Optional for MA	100% course work
DEVP7021/P30382	Independent Study	20	7	Optional for MA	100% course work
ARCH7001/P30022	Vernacular Architecture, Sustainability and Development	10	7	Optional for MA	100% course work
DEVP7019/P30380	Regeneration methods and practices	10	7	Compulsory for MArchD Optional for MA	100% course work
ARCH7044/ P30383	Resilient Urbanism	20	7	Compulsory for MA	100% course work

4.2 PROGRESSION AND AWARD REQUIREMENTS

Students will normally be expected to follow the programme in the sequence specified.

In order to progress to the Dissertation, the candidate must have met the requirements for the award of the Postgraduate Diploma

The following awards and Level 7 credit ratings shall apply to the International Architectural Regeneration and Development programmes:

- **Award of Master of Arts**

To qualify for the MA International Architectural Regeneration and Development, a student must complete a minimum of 180 level 7 credits and achieve a minimum of 50% for each element of assessment for the module. The student must pass all modules.

- **Award of Postgraduate Diploma:**

To qualify for the award of PgDip International Architectural Regeneration and Development, a student must complete a minimum of 120 Level 7 credits and achieve a minimum of 50% for each element of assessment for the module. The student must pass compulsory modules ARCH7003/P30025, ARCH7021/P30205, P303xx, ARCH7020/P30201, Optional modules (30 Level 7 Credits).

- **Award of Postgraduate Certificate:**

To qualify for the award of PGCert International Architectural Regeneration and Development, a student must complete all 60 Level 7 credits, 40 of which must be obtained from Diploma stage compulsory modules (ARCH7003/P30025, ARCH7021/P30205, P303xx, ARCH7020/P30201) and achieve a minimum of 50% for each element of assessment for the module.

Compensation

The Postgraduate Examinations Committee may **not** compensate for failure in any assessment element in the compulsory or 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 graduates to demonstrate programme learning outcomes. The Programme employs a wide range of teaching and learning methods; lectures, seminars, crits, tutorials, peer assisted learning, self-directed learning, site visits, office visits, field trips, and on-line learning.

This international programme is uniquely focused on issues and practices in architectural regeneration and development from a global perspective, catering to the needs of students from both the UK and abroad. The programme tutors have considerable international experience in practice and as visiting lecturers at educational institutions abroad, and bring this experience into the programme by means of their teaching and links with a variety of key agencies and development organizations, both locally and internationally.

The international body of students on the programme is encouraged to reflect on and present their own cultural and national experiences, and to develop this through their involvement in workshops, master classes and group work as well as their dissertations where data is easily available.

An international field trip is an important component of the programme, exposing students to a wide range of cultural and international issues related to architectural regeneration and development.

5.1.1 Teaching

The teaching activities are held primarily at the university and run for two days to three days per week for full time study and depend upon options. Part-time study is normally one to two days per week. This contact time involves teaching activities such as:

- Lectures and seminars, including student-led seminars
- Workshops and Master classes
- Field Studies
- Debates
- Presentations, Group and one-to-one tutorials

Modules range from 10 to 50 credits.

Each 20-credit taught module will include between 20 and 30 contact hours The remaining time is for individual and group work and study which typically takes place in the design studio, library, and other university facilities or on project sites and at home. A number of modules require studying real buildings and/or sites and meeting groups of people outside the university. The total time required to complete one 20-credit module will depend on the student's ability and experience but as an indication students should consider devoting 10 hours of study time per credit.

The programme includes one or more field trips, which provide students with the opportunity to directly experience the application of regeneration in the built environment.

5.1.2 Learning

The programme is designed for self-motivated and independent individuals with experience in higher education. The programme expects students to take control of their learning and probe deeper into the material covered in the contact session by further independent reading and study.

5.1.3 Assessment

In the spirit of the Brookes Assessment Compact the programme encourages all students to reflect on their performance in individual modules but also to reflect on the relationship between assessment and coursework between modules that run in parallel. International Architectural Regeneration and Development looks to individuals to be self-directed in their learning and to assess and reflect on their own progression throughout the programme.

Each module will set out one or more assessment elements that enable students to structure their learning and demonstrate the learning outcomes. Assessment elements are designed to progress students through the five Compulsory postgraduate attributes supporting individual *abilities, personal qualities and transferable skills* include:

- Case study analysis and evaluations presented as a report and oral presentation
- Critical and research literature reviews, essays and reports resulting from guided and independent study
- Two or more substantive projects resulting from formulation of research and experimentation. The Regeneration and Development Project (Module ARCH7020/P30201)is a studio-based module developing design and project management skills to solve problems in adapting the existing built environment to new and viable uses, including designing new interventions within a historic and/or vernacular context. MA students have a choice of developing a design intervention or theoretical regeneration strategy around an agreed theme.
- The Dissertation (ARCH7022/P30299) gives the opportunity to draw inferences, information and ideas from the other programme components and to relate these to a chosen theme. It aims to encourage independence of thought and the ability to develop an argument and draw constructive conclusions, which will be valuable in the student's future vocation. One or more member of staff regularly provides written and verbal feedback on the progression and completion of coursework. Verbal feedback occurs in group seminars, individual tutorials and design review crits where external experts in the subject are often invited to contribute to

feedback. A sample programme work assessment feedback form can be found in Appendix of the programme handbook.

The assessment undertaken in all modules is moderated.

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

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

Normally, it is expected that candidates for the International Architectural Regeneration and Development programme will have a background and experience that relates to the built environment. Some may have been working in related fields for a number of years and seek to further develop their skills in an academic environment. A wide range of interests and skills is particularly relevant to the interdisciplinary nature of architecture, regeneration and development.

Admission:
Admission to the programme will normally be open to applicants who fulfil one of the following requirements:
- ▪ hold a good honours degree (2.1 or above) in a related discipline
- ▪ hold a recognized postgraduate diploma or professional qualification in a relevant subject
- ▪ are mature candidates, not satisfying either of the above conditions, who can demonstrate considerable practical experience in a related field.

Compulsory Requirements: Work Samples & Candidate Statement
Applicants are asked to provide a range of samples of relevant previous work. For those from an architectural or other design background, this should be a digital portfolio, concisely annotated to describe the ideas and processes underpinning the work shown. For those from a non-design background, written samples of work are admissible. These should be accompanied by a brief introduction that sets out in what context and for what audience the written piece of work was prepared
In addition, all applicants are asked to provide a written statement in which they discuss why they wish to study the programme, how it relates to their previous experience and which areas of interest of skills they hope to further, as well as how they plan to apply the skills gained in the programme in their future professional life.

Compulsory Requirements: English Language
Applicants whose first language is not English must demonstrate that their level of English is appropriate for study at 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:

- • At least 6.5 in IELTS, with a minimum of 6.0 across all four components of the test
- • For additional details of the University's English Language Requirements see: http://www.brookes.ac.uk/international/apply/english/

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 above, may be admitted with dispensation from the requirement to possess those qualifications.

SECTION 7: PREPARATION FOR EMPLOYMENT

Jobs 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 onto 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. Although we are unable to directly 'find' jobs for programme graduates, we regularly make recommendations through a good network of contacts and alumni and share employment opportunities with current students and graduates of the programme. Graduates with architecture backgrounds often go on to work in specialist practices specializing 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 wide ranges of jobs in the non-governmental sectors, ranging from managing small non-governmental (charitable) organizations to working on projects for major donor bodies like UNESCO. One of our Indian graduates went on to work on restoring a citadel in Iraq before moving to a post coordinating the post disaster rebuilding in Haiti, and has since become an independent consultant. A Japanese graduate is working on the preservation of vernacular architecture in Vietnam, and a Canadian graduate is running donor assisted construction programmes in Papua New Guinea. Closer to home, a UK graduate with a background in law is managing a townscape heritage initiative on behalf of the Heritage Lottery Fund. Particularly overseas students, who have joined the programme from public sector assignments, have found that the degree has helped them both specialize and progress in their departments on their return. One recent graduate has gone onto head the procurement team in the Ministry of Municipalities specifically dealing with major regeneration projects.

Many graduates have progressed to advance postgraduate research degrees including PhD study at Brookes or elsewhere. Several former graduates are now teaching regeneration and conservation at degree and postgraduate levels.

The Head of School and Programme Staff regularly seek advice from a broad range of groups to inform the curriculum including the School of Architecture Professional Liaison Group, the Standing Conference of Heads of Schools of Architecture (SCHOSA), professional organizations, statutory regulators, local and international employers, research councils and alumni. Our aim is to enhance graduate employability through greater understanding of diverse perspectives concerning relevance and 'real world' topics facing society and the architectural discipline, to shape the detailed curriculum and to enhance improvements to employment skill gaps.

The programme tutors have established reputations in their respective fields of interest (architectural conservation and regeneration, vernacular architecture, architectural design, sustainability) and have considerable international experience in practice and as visiting lecturers at educational institutions around the world. They bring this experience into the programme by means of their teaching and links with a variety of key agencies and development organisations, both locally and internationally. The programme tutors are all closely associated with the Place, Culture and Identity Research unit.

Several of the programme staff are based in practice and provide direct links to practice and future employers. Aylin Orbasi is an independent consultant http://www.aylinorbasli.com/

A scholarship is available to the programme each year from a prominent architectural practice, and students on the programme are eligible to apply to, and are often successful in winning several of the partial fee scholarships offered by the university.

In addition to the course tutors, visiting scholars with established international academic reputations will provide master classes on related subject areas.