

**PROGRAMME SPECIFICATION**

for the award of

**PG Certificate Shelter after Disaster**

**Managed by the Faculty of Technology, Design and Environment**

**delivered by School of Architecture**

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

**RECORD OF UPDATES**

<b>Date amended*</b>	<b>Nature of amendment**</b>	<b>Reason for amendment**</b>
July 2016	Transferred to new template	CMA Compliance
October 2016	Checked for errors and amended by Subject Coordinator and Programme Lead.	Subject specialist knowledge.
February 2017	Minor Changes (emergency) Addition of Semester 1 optional modules DEVC7007/P30314, DEVC7002/P30305, DEVC7001/P38162	Required for PT route and September starts for programme



section 1: General information

<b>Awarding body:</b>	Oxford Brookes University
<b>Teaching institution and location:</b>	Oxford Brookes University, Headington Campus
<b>Language of study:</b>	English
<b>Final award:</b>	PG Certificate (PG Cert)
<b>Programme title:</b>	Shelter after Disaster
<b>Interim exit awards and award titles available:</b>	NA
<b>Brookes course code:</b>	PGC-SHD/BE53
<b>UCAS code:</b>	P45395
<b>JACS code:</b>	K100
<b>HECoS code:</b>	100823
<b>Mode of delivery:</b>	Full-time (face to face/on-campus) Part-time (face to face/on-campus)
<b>Mode/s and duration of study:</b>	Normal duration 12 months full time and 24 months part time. Maximum duration for all modes is 5 years.
<b>QAA subject benchmark statement/s which apply to the programme:</b>	NA
<b>Professional accreditation attached to the programme:</b>	NA
<b>University Regulations:</b>	The programme conforms to the University Regulations for the year of entry as published/archived at: <a href="http://www.brookes.ac.uk/regulations/">http://www.brookes.ac.uk/regulations/</a>

## **SECTION 2: WHY STUDY THIS PROGRAMME?**

The Shelter after Disaster programme offers an interdisciplinary and practice oriented post-graduate programme to people with experience and/or interest in shelter after disaster. Teaching and learning strategies are grounded in theory, case studies and field-based experience to emphasise the programme's focus on practice. The programme is targeted both at those having or seeking careers within NGOs, bilateral or multi-lateral humanitarian, development agencies or governmental and commercial organisations working in international development.

Types and levels of experience are also diverse; however it is possible to distinguish in broad terms four main types of students:

1. Practitioners from NGOs, UN agencies and commercial companies engaged in shelter after disaster looking to reflect on their experiences and to further develop their skills and knowledge
2. Built environment professionals, architects, engineers, surveyors with an interest in humanitarian practice, and perceive a specialisation in shelter after disaster
3. Humanitarian practitioners who are interested in developing skills and knowledge in shelter after disaster.
4. Those looking for a career or life change, and are exploring a possible role in international humanitarian work.

Immediately after a disaster a critical need is for safe shelter. In the first days and weeks in the relief phase shelter is often in the form of tents and makeshift shacks built from whatever materials are available. As relief shifts 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 of 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. To these ends the Centre for Emergency and Development Practice's (CENDEP) approach to shelter after disaster 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 contradict their traditional training or education.

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

The aim of the programme is to develop reflective shelter after disaster practitioners who combine understandings of practical and strategic issues of development and emergency practice with an appreciation of the wider political context in which they operate. This is a programme that combines development, humanitarian practice and the role of the practitioner intervening in post disaster reconstruction. In doing so, it seeks to equip practitioners with the requisite knowledge in technical building and programming skills, working in complex situations, livelihoods based approaches and strategic decisions concerning shelter after disaster.

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**

*Updated May 2016*

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

### 3.1 ACADEMIC LITERACY

- .1 Combine a breadth of knowledge around the dynamics of shelter after disaster with increased specialisation in key areas of their choice

### 3.2 RESEARCH LITERACY

1. Demonstrate a reflective, problem-solving approach in multi-cultural and multi-disciplinary teamwork

### 3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

- .1 Illustrate an ability to be innovative, flexible and informed in their professional judgement in a given situation

### 3.4 DIGITAL AND INFORMATION LITERACY

1. Interpret their operational environment politically, socially, economically and institutionally to a significant degree

### 3.5 ACTIVE CITIZENSHIP

- .1 Employ a range of conceptual, analytical, practical and intuitive skills to operate in an effective inter-disciplinary way in international development and emergency practice programmes

## SECTION 4: CURRICULUM CONTENT & STRUCTURE

### 4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
DEVC700 2/P38164	Shelter After Disaster	20	7	Compulsory	100%
DEVC700 6/P30313	Disasters, Risk, Vulnerability and Climate Change	20	7	Optional	100%
DEVC700 5/P30311	Critical Inquiry Development and Emergencies	20	7	Optional	100%
DEVC700 8/P30316	Humanitarian Action: responding to crises in 21 <sup>st</sup> Century	10	7	Optional	100%
DEVC700 9/P30318	Programming and Partnerships	10	7	Optional	100%
DEVC700 3/P30307	Working with Conflict: practical skills and strategies	10	7	Optional	100%
DEVC700 4/P30309	The refugee experience: forced migration, protection and humanitarianism	20	7	Optional	100%
DEVC700 1/P30303	Independent Study	10	7	Optional	100%
DEVC700 2/P30305	Conflict, violence and humanitarianism	20	7	Optional	100%
DEVC700 7/P30314	Human Rights and Governance	20	7	Optional	100%
DEVC700 1/P38162	Globalisation: environment and development	20	7	Optional	100%

### 4.2 PROGRESSION AND AWARD REQUIREMENTS

None

### 4.3 PROFESSIONAL REQUIREMENTS

Updated May 2016

None.

## **SECTION 5: TEACHING AND ASSESSMENT**

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 semester. Teaching and learning methods will include:

- Staff-led lectures, workshops and seminars
- Professional-led lectures and workshops
- Student-led presentations, in groups and individually
- Group and one to one tutorials
- Personal tutoring
- Personal career counselling
- Profiling of skills attainment
- Case studies
- Group work

### *5.1.2 Teaching and Research*

Today, research and consultancy skills are key attributes of all graduate attributes, particularly in professional and applied subjects such as those offered in the School of Architecture. Creating the link between teaching, research and consultancy is a key challenge faced by many in higher education in the 21<sup>st</sup> Century. The School strongly believes that all graduates not only need the skills to conduct research but even more importantly, they need the capacity and confidence to apply these skills. In other words, linking teaching with research and consultancy is more than just knowledge creation; it is about the *application* of knowledge.

We place a high priority on research and consultancy amongst our staff, and our research is highly rated. However, research is not just an elite or privileged academic activity, and our postgraduate and research students have the opportunity to work with staff at the forefront of their subject in a wide range of user relevant research. Practitioners from development and emergency practice regularly contribute to the teaching and learning opportunities in the classroom.

On the PG Cert in Shelter after Disaster the link between teaching, research and consultancy helps to enrich student knowledge and embeds skills and capabilities, which will enhance our graduates' employability and expertise. The School of Architecture strongly believes that learning about research and consultancy is central to the quality of student experience, and thus its integration within our teaching and learning programmes is paramount.

### *5.1.3 Assessment*

The programme employs the five fundamental tenets of [Oxford Brookes University Assessment Compact](#) to encompass all judgements made about the work of a student and/or their skills, abilities and progress, and the associated provision of feedback. The Brookes Assessment Compact is fully implemented in all aspects of the course, with constant assessment, feedback and critical reflection through the tutorial system and design critiques. Students are encouraged to become critical of their own and others work, fostering a thoughtful pedagogic environment.

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

*Updated May 2016*

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

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.

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 is 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**

#### *6.1.1. Conditions for admission*

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

- hold an approved undergraduate degree (or equivalent) or;
- hold a recognised professional qualification relevant to humanitarian, human rights and development practice, humanitarianism, architecture, planning, environmental psychology, public health, geography, public administration 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).

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

#### *6.1.2 English Language*

Applicants whose first language is not English must demonstrate that their level of English is appropriate for study at the 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 6.5 on the 'Academic' test, with a minimum score of 6 in reading and writing or Pearson Test of English (PTE) equivalent

Please also see the university's general English requirements:

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

#### *6.1.3 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 and 6.1.2 above, may be admitted with dispensation from the requirement to possess those qualifications.

#### *6.1.4 Admission with credit [APL/APEL]*

Applicants with prior certificated or experiential learning who make the case in writing with appropriate supporting documents may be admitted with exemption from or credit for, up to two-thirds of the credit value of the Brookes Postgraduate award (see programme regulations).

Applications will also be considered from potential candidates who wish to seek accreditation for their prior experiential learning or earlier qualifications.

## **SECTION 7: PREPARATION FOR EMPLOYMENT**

It is anticipated that most students will be following the programme while being in the field as humanitarian practitioners. The programme is meant to enable reflection on work experiences and to use action-research methods. There is no separate work-based learning as such.

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

- Network of experts of experience humanitarian involved in delivering the course content
- CENDEP's own network with a range of international development actors can potentially offer student internships, research placements opening avenues of future employments.